



# Nashoba Regional School District

Standards-Based Report Card  
Parent Guide

## First Grade

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## About this Handbook

This handbook is intended to provide additional information regarding the standards-based grading process in the Nashoba Regional School District.

Our report cards are the result of collaboration between teachers, administrators and families. The primary goal of these report cards is to provide information regarding students' progress throughout the year with respect to both content standards and habits of learning. Teachers use multiple measures to assess children's performance in each area. The hope is that, by the end of the year, every family has a comprehensive picture of a child's learning and growth over the course of the year.

## Introduction to Standardized Reporting

### What are standards?

Standards are written benchmarks for students that explicitly state what the students need to have accomplished by the end of the year. There are standards for all academic content areas.

*Example: (Mathematics/ Measurement and Data section) Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.*

This particular math standard is what needs to be accomplished by the end of second grade (trimester 3).

### What are the benefits of standardized reporting?

On a traditional report card, the students may only receive one grade for reading, writing, math, and so on. However on a standards-based report card, the specific skills are listed under each content area. This allows a parent to pinpoint exactly what skills the student mastered and which skills need more time for mastery.

## The Standards-Based Reporting System



**Standards** are outlined by the Massachusetts State Standards.

**Curriculum** is developed to ensure that all standards are being taught.

**Instruction** is guided by standards-based curriculum and informed by ongoing assessment data.

**Formative & Summative Assessments** are used to accurately measure students' progression toward the standards.

**Reporting Tools** enable teachers to show student growth toward:

- End-of-the-year standards
- Social Behavior and Work Habits

## Standard Scale

The standard scale shows a student's progress toward mastery of the end-of-year standards.

<b>4</b>	Student demonstrates <b>mastery</b> of the grade-level standard independently.
<b>3</b>	Student is <b>approaching</b> mastery of the grade-level standard <b>independently</b> .
<b>2</b>	Student is <b>progressing</b> toward the grade-level standard with <b>additional instruction and support</b> .
<b>1</b>	Student is <b>beginning</b> to progress toward the grade-level standard with <b>additional instruction and support</b> .
<b>NA</b>	Standard not assessed this trimester.

The goal is for the student to achieve mastery of the standard by the end of the year. As instruction is guided by the end of the year expectations, the majority of students will not earn a standard scale score of 4 in trimester 1 and trimester 2. In addition, as a result of the increasing complexity of skills, student performance may fluctuate throughout the school year. It is possible that a student who was approaching mastery in one trimester could require additional support as the content becomes more complex. This student could receive a lower numeric grade in a later trimester.

When grade-level students are working independently, some students may require **additional academic instruction and support** such as:

- Consistent need to receive additional instruction in a small group or one-to-one on independent assignments
- Require more frequent check-ins related to the content during independent work
- Require additional scaffolding and visuals in order to complete independent assignments
- Significant or frequent review or reteaching to complete independent assignments

If a student independently demonstrates understanding of a content standard, that student would be able to receive a 3 or 4 even if that student has received additional support leading up to the independent assessment. If the student continues to require this additional support on the independent assessment, that student would receive a 1 or 2. The grading scale refers to instruction and support beyond what is required by an IEP.

A student may also receive a NA (not assessed) on a particular standard in a given trimester. Some of the standards are not addressed in a particular trimester; therefore, the students are not formally assessed in these areas. This is particularly true of science

and social studies, as teachers share supplies and may teach the standards at different times throughout the year.

## Social Behavior and Work Habit Scale

This scale utilizes three point descriptors, which are represented by M, I, and S.

- M Meets expectations**
- I Inconsistently meets expectations**
- S Seldom meets expectations**

This scale applies to the sections of the report card listed below:

*Strives for Quality-* Assesses the effort of the student in the following academic content areas:

- Speech, Listening, and Language
- Reading
- Writing
- Mathematics
- Science, Technology, and Engineering
- History and Social Sciences

*Social Behavior/ Work Habits-* Assesses the social behavior and work habits of the student throughout the school day.

*Specialist Reporting-* Assesses student's demonstration of respectful behavior and appropriate level of effort in each specialist discipline

\*See Social Behavior and Work Habits section of this handbook for more information.

## Content Areas Reporting Standards

Listed below are the general content areas with the specific standards listed underneath. As a reminder, these standards are to be mastered by the student at the end of trimester 3.

### English/ Language Arts

*By the end of trimester 3, a student who has mastered year-end expectations:*

#### Speech, Listening, and Language:

##### **Participates in collaborative conversations.**

- Discusses a topic with a partner (think, pair, share).
- Follows agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Builds on others' talk in conversations by responding to the comments of others through multiple exchanges.

#### Reading:

##### **Retells and describes stories.**

- Asks and answers questions about key details in a fiction text.
- Retells stories, including key details, and demonstrates understanding of their central idea or lesson.
- Describes characters, settings, and major events in a story, while using key details.
- Uses illustrations and details in a story to describe its characters, setting, or events.

##### **Understands and finds key details in informational text.**

- Identifies the main topic and key details of a text.
- Compares/contrasts events, ideas, or pieces of information in a text
- Determines or clarifies the meaning of words and phrases in a text
- Knows and uses various text features (e.g., heading, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**Demonstrates understanding of spoken words, syllables, and sounds.**

\*Refers to oral performance, not performance on spelling tests.

- Distinguishes long from short vowel sounds in spoken single-syllable words.
- Orally produces single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segments spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Reads grade-level text with sufficient accuracy and fluency.**

**Reads grade-level text with purpose and understanding.**

## **Writing:**

### **Demonstrates command of the conventions of capitalization and punctuation when writing.**

- Prints all upper- and lower case letters.
- Capitalizes proper nouns.
- Uses end punctuation for sentences (periods and question marks).

### **Demonstrates command of the conventions of spelling.**

- Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words as introduced.
- Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- Encodes glued/welded sounds (am, an, all, ng, nk)
- Encodes CVC, CCVC, CVCC, CCVCC words (including digraphs)
- Reads, spells and writes taught trick words
- Encodes words with suffixes

### **Writes opinion pieces.**

- Responds to literature or to a topic stating the name of the book and/or topic and an opinion with a reason for the opinion and provide a sense of closure.

### **Writes informational pieces.**

- Writes informative/ explanatory text in which they name a topic, supply more than one fact about the topic, and provide a sense of closure.

### **Writes narrative pieces.**

- Writes a beginning, tells details in sequential order, and provides a sense of closure.

# Mathematics

*By the end of trimester 3, a student who has mastered year-end expectations:*

## Operations and Algebraic Thinking

### **Represents and solves problems involving addition and subtraction.**

- Uses addition and subtraction within 20 to solve word problems.
- Solves word problems that call for addition of three whole numbers.

### **Adds within 20.**

- Adds within 20, demonstrating fluency for addition within 10.
- Understands the meaning of the equal sign.
- Determines the unknown whole number in an addition equation.

### **Subtracts within 20.**

- Subtracts within 20, demonstrating fluency for subtraction within 10.
- Understands the meaning of the equal sign.
- Determines the unknown whole number in a subtraction equation.

## Number and Operation in Base Ten:

### **Extends the counting sequence.**

- Counts to 120, starting at any number less than 120. In this range, reads and writes numerals and represent a number of objects with a written numeral.

### **Understands place value.**

- Understands that the two digits of a two-digit number represent amounts of tens and ones.
- Compares two two-digit numbers based on meanings of the tens and ones digits.
- Given a two-digit number, mentally finds 10 more or 10 less than the number, without having to count; explain the reason used.
- Adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10.
- Subtracts multiples of 10 from multiples of 10 in the range 10-90.

## Measurement and Data:

### Measures lengths.

- Orders three objects by length; compare the lengths of two objects.
- Expresses the length of an object as a whole number of length units.

### Demonstrates an understanding of time.

- Tells and writes time in hours and half-hours using analog and **digital** clocks.

### Demonstrates an understanding of money.

- Identifies and compare the values of the U.S. coins pennies, nickels, dimes and quarters.
- Uses appropriate notation (e.g., cent symbol after coin amount).
- Uses the values of coins in the solutions of problems.

### Represents and interprets data.

- Interprets, represents, and organizes data; asks and answers questions about the data.

## Geometry:

### Uses and demonstrates knowledge of shapes.

- Distinguishes between defining attributes and non-defining attributes; builds and draws shapes to possess defining attributes.
- Partitions circles and rectangles into two and four equal shares, describes the shares.

# Science, Technology & Engineering

*By the end of trimester 3, a student who has mastered year-end expectations:*

## Earth and Space Science Strand:

### **Observes, describes and analyzes patterns of change on Earth.**

- Uses observations of the Sun, Moon, and stars to describe that each appears to rise in one part of the sky, appears to move across the sky, and appears to set.
- Analyzes provided data to identify relationships among seasonal patterns of change.

## Life Science Strand:

### **Compares and contrasts structures and behaviors of organisms**

- Uses evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food for the plant.
- Obtains information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.
- Uses information from observations (first-hand and from media) to identify similarities and differences among individual plants or animals of the same kind.

## Physical Science Strand:

### **Investigates sound and light.**

- Demonstrates that vibrating materials can make sound and that sound can make materials vibrate.
- Conducts an investigation to determine the effect of placing materials in the path of a beam of light.

## History and Social Science

*By the end of trimester 3, a student who has mastered year-end expectations:*

### United States Leaders, Symbols, Events, and Holidays:

#### **Identifies and explains the meanings of American national symbols.**

- Identifies and explains the meanings of the American flag, the bald eagle, the White House, and the Statue of Liberty.
- Gives reasons for celebrating the events or people commemorated in national and Massachusetts holidays: Labor Day, Constitution Day, Columbus Day, Veteran’s Day, Thanksgiving, Martin Luther King Jr. Day, President’s Day, Patriot’s Day, Memorial Day, Flag Day, and Independence Day are important national and Massachusetts holidays and are celebrated for certain reasons.
- Identifies the current president and has a basic understanding of the role of the presidency: The president gets their authority from a vote by the people.

### Individuals, Families, and Communities Now and Long Ago:

#### **Understands the basic concept of time and chronology.**

- Days, weeks, months, and years are temporal sequences.

#### **Describes celebrations or customs held by members of the class, his/ her family, and the community.**

- Our country is home to many different Americans and their traditions.

#### **Identifies the difference between needs and wants.**

- People make choices about how to spend their money based on needs and wants.

### My Neighborhood/ Study of Geography

#### **Identifies cardinal directions on a map (N, E, S, W).**

- Symbols and cardinal directions are used to determine where objects and places are located on maps and globes.

#### **Recognizes geographic physical features (continents, mountains, rivers, lakes, and oceans).**

- Geographic physical features on maps are represented with various landform symbols.

## Social Behavior and Work Habits

The Social Behavior and Work Habits section of the report card stems directly from the *Responsive Classroom* core values: **cooperation, assertion, responsibility, empathy,** and **self-control**. These core values encompass all of the social and work behaviors that are exhibited by the students in the classroom. The students will receive an M (meets expectations); an I (inconsistently meets expectations) or an S (seldom meets expectations) per core value descriptor. If more information regarding social behavior needs to be addressed beyond just an (M), (I), or (S), the teacher may provide this information in the comment section of the report card.

## Comments

The comment section of the report card allows the teachers to address any section of the report card more specifically.

*Example: A child earns an (I) in the “Works collaboratively with others” section of social behavior for showing great cooperation in the classroom during the first ten weeks of school. Just in the last week, however, has been challenged with being cooperative, so the teacher makes note of the recent behavior change in the Comments Section.*

The comments also will give the teacher a chance to comment on a more “personal” level regarding a particular student, sharing any other pertinent information that may have not been addressed on the report card.

## Additional Information

If you have any additional questions or concerns regarding the standard-based report card or the Parent Guide, please direct those questions to your child’s teacher. Thank you and enjoy the standards-based reporting tool.