

First Grade Standards Based Report Card 2005-2006

The State of Illinois requires students receive instruction and master learning standards for each grade level. Springfield Public Schools will communicate progress of students at your child's school by using a standards based report card. This type of report card communicates a clear message to parents about what their child knows, what s/he is able to do, and what needs to be mastered in relation to the standards. Achievement and effort are reported separately. Every report card statement will not have an assessment each quarter.

A standards based report card uses numerical levels to indicate performance of the grade levels for each quarter. An explanation of these markings is explained below:

Advanced (4) - The student **consistently** meets and **at times** exceeds (more depth/extension with grade level work and/or performing at a higher grade level) the standard as it is described by the grade level *Body of Knowledge*. The student's work is comparable to the *student models* and *rubrics* that are labeled **advanced (4)**.

Proficient (3) - The student **consistently** meets the standard as it is described by the grade level *Body of Knowledge*. The student's work is comparable to the *student models* and *rubrics* that are labeled **proficient (3)**.

Basic (2) - The student is **beginning to**, and **occasionally does**, meet the standard as it is described by the grade level *Body of Knowledge*. The student's work is comparable to the *student models* and *rubrics* that are labeled **basic (2)**.

Novice (1) - The student is **not meeting** the standard as it is described by the *Body of Knowledge* for this grade level. The student's work is comparable to the *student models* and *rubrics* that are labeled **novice (1)**.

Explanation of Report Card Statements

Every child is an individual who grows and develops at his/her own rate. Children in the same grade may differ widely from others in their group. There are however, expectations for students to have mastered by the end of the year. This pamphlet reflects expectations in each curriculum area. The **bold print** statements reflect the statements on the report card. The ● statements provide further explanation and examples of each report card statement. Each quarter the skills that are taught are assessed and reported to parents. Some statements will not have assessment scores each quarter.

When school and home work together as partners, our children will have the best opportunity to learn and succeed in school. To that end, we ask that you familiarize yourself with these standard expectations.

LANGUAGE ARTS

Uses knowledge of words to comprehend selections.

- Uses phonological awareness skills.
- Reads high frequency words in age-appropriate text.
- Uses phonics skills to read age-appropriate text.
- Uses word analysis skills to read age-appropriate text.

- Uses vocabulary skills to read and understand age-appropriate text.

Reads fluently.

- Reads age-appropriate materials with attention to rate, expression, accuracy, and phrasing.

Uses comprehension strategies.

- Uses reading strategies before, during, and after reading.
- Reads independently for 20-30 minutes daily.

Understands how authors use literary elements and techniques in literature.

- Understands how authors use elements and techniques in literature.
- Reads and interprets a variety of literary genres.

Uses correct spelling, grammar, punctuation, and capitalization.

- Writes legible letter formation without a copy.
- Uses correct spelling, grammar, punctuation, and capitalization.

Uses writing to communicate ideas.

- Writes to maintain focus.
- Writes with support/elaboration.
- Writes with organization.
- Writes for a variety of purposes and audiences.

Listens effectively.

- Listens for a variety of purposes.

Speaks effectively.

- Speaks for a variety of purposes.

Uses language skills to acquire and communicate information.

- Locates and organizes information to answer questions and solve problems.
- Analyzes and evaluates information.
- Communicates acquired information, concepts, and ideas.

MATH

Uses knowledge of numbers and applies computation strategies.

- Counts ranges of numbers to 300 and identifies patterns by 1s, 2s, 5s, and 10s.
- Estimates whether a number is closer to 10, 50, or 100.
- Uses objects, pictures, words, and symbols to show numbers to 100.
- Uses objects, pictures, words, and symbols to show fractions 1/2 and 1/4.
- Compares and orders numbers to 100.
- Estimates and uses fact strategies through 18 to solve 1-digit and 2-digit addition/subtraction problems, including real-life problems, without regrouping.

Uses measurement tools and applies measurement strategies.

- Estimates/measures time, length, and temperature with customary units and comparison vocabulary; and weight and capacity with nonstandard units and comparison vocabulary.
- Selects the correct tool and/or chooses a strategy to solve time, length, weight, and capacity problems.

Uses number patterns and applies strategies to represent problems.

- Identifies, describes, extends, and creates patterns that repeat or grow.
- Uses objects, pictures, words, and symbols to represent problems.

Uses knowledge of geometric figures and explains similarities and differences.

- Describes and compares 2-dimensional and 3-dimensional shapes.
- Describes and applies spatial language.
- Explains why a shape is the same as another (congruent).

Uses strategies to collect, organize, and explain data, and solves probability problems.

- Collects, organizes, and displays data; describes and analyzes data; and explains the results.
- Sorts events as more likely/less likely to occur, impossible.

SCIENCE

Applies the processes of scientific inquiry and uses scientific data accurately.

- Describes an observed event/object.
- Uses questioning strategies.
- Collects data through investigations.
- Organizes data into logical patterns and describes the patterns.
- Knows possible solutions when given a design problem.
- Designs and builds a device useful in solving a problem.
- Tests and records results using given instruments, measurement methods, and equipment.
- Communicates design of devices, experimental designs, and results.

Understands the principles of life, physical, and earth/space science.

- Identifies and describes major component parts of living things and their functions.
- Observes and describes the changes that occur as living things grow and develop.
- Categorizes living organisms using a variety of observable features.
- Identifies characteristics of living things in relation to their environment.
- Describes how living things depend on other living things for survival.
- Identifies and knows sources of energy.
- Identifies, knows, and describes components and features of Earth's land, water, and atmosphere.
- Identifies and knows Earth's resources; both renewable and non-renewable.
- Knows the daily, seasonal, and annual patterns related to Earth's rotation and revolution.
- Identifies and describes characteristics of the sun, Earth, and moon as familiar objects in the sky.

Uses the relationships among science, technology, and society in historical and contemporary context.

- Uses basic safety practices.
- Knows why similar results are expected when similar procedures are practiced.

- Knows how knowledge and concepts can be gained by careful observations and experimental practices.
- Knows how using measuring tools improves the accuracy of estimating.
- Describes contributions men and women have made to science and technology.

SOCIAL STUDIES

Understands political systems with an emphasis on the U.S.

- Identifies the rights and responsibilities of a citizen.
- Knows the importance of rules and laws.
- Identifies the importance of settling conflict through positive means.

Understands how economic systems operate.

- Knows how salaries can be earned in exchange for work.
- Knows the benefits of sharing and trading items.

Understands local, state, and U.S. history.

- Knows the concepts of chronology.
- Names significant historical holidays and recognizes facts about each.

Understands geography and its effect on society.

- Identifies pictorial symbols on maps.
- Identifies the differences between maps and globes.
- Uses simple directional terms.
- Explains how to respect and conserve the environment.

HEALTH

Knows what to do to stay healthy.

- Identifies methods of health promotion and illness prevention.
- Recognizes responsible safety practices.
- Identifies positive environmental health practices.

Identifies body systems and how they function.

- Describes how different body parts work together.
- Knows that individual differences among people occur during growth and development.

Makes healthy decisions.

- Differentiates between positive and negative behaviors.
- Demonstrates basic refusal skills.

PHYSICAL EDUCATION

Uses skills needed to engage in physical activity.

- Performs basic locomotor and non-locomotor skills.
- Performs basic manipulative skills.
- Demonstrates body and spatial awareness through many movement forms.
- Demonstrates safety and control during activities.

Maintains a level of physical fitness.

- Describes the immediate effects of sustained physical activities that increase the heart rate.
- Identifies the changes in the heart rate and the breathing rate during exercise.
- Identifies physical fitness activities within and outside the school setting.

Develops cooperation and sportsmanship by working with others.

- Follows directions and class procedures while participating in physical activities.
- Works cooperatively within various groups to accomplish an assigned task.

Participates and applies effort in class.

VISUAL ARTS

Knows the language of the visual arts.

- Identifies a line, shape, and form.
- Identifies a spatial relationship (e.g., above/below, behind/in front).
- Identifies a variety of colors.
- Recognizes that works of art can be visual records.
- Recognizes balance in art works.
- Recognizes contrasting qualities in works of art.

Understands how works of visual art are produced through creating and performing.

- Identifies tools and processes used to create 2-D and 3-D works of art.
- Creates 2-D and 3-D works of art.

Recognizes and identifies the function of visual arts in everyday life, past and present.

- Recognizes and identifies the function of art works in everyday life.

Participates and applies effort in class.

MUSIC

Knows the language of music.

- Discriminates between long and short, fast and slow, loud and soft sounds.
- Identifies vocal and instrumental tone colors (e.g., man, woman, percussion).
- Selects appropriate expressive elements (e.g., dynamics, tempo) and instruments to convey the mood of selected songs.
- Recognizes patterns in music.
- Recognizes contrasting qualities in works of music (e.g., long/short, fast/slow).

Understands how works of music are produced through creating and performing.

- Recognizes steady beat.
- Interprets melodic contour (upward, downward, repeated notes).
- Sings selected songs.
- Indicates steady beat.

Recognizes and identifies the function of music in everyday life, past and present.

- Identifies selected patriotic and holiday songs.

Participates and applies effort in class.

Springfield Public School District 186 



**First Grade
Standards-Based Report Card
Parent Explanation Brochure**