

First Grade Report Card

Student
Teacher

Language Arts	Q1	Q2	Q3	Q4
Orally expresses ideas clearly				
Writes on topic and adds detail to strengthen writing				
Masters word study lessons				
Uses appropriate conventions (grammar, spelling, phonics rules, capitalization, punctuation)				
	Q1	Q2	Q3	Q4
Reads at grade level				
Reads high-frequency words				
Uses decoding strategies				
Demonstrates comprehension of literature				
Demonstrates comprehension of informational text				
Reads fluently and accurately				

Mathematics	Q1	Q2	Q3	Q4
Operations and Algebraic Thinking				
Numbers and Operations in Base Ten				
Measurement and Data				
Geometry				
Problem solving				
Fact Fluency Addition				
Fact Fluency Subtraction				

Physical Ed	Q1	Q2	Q3	Q4
Performs movement, motor skills and demonstrates concepts				
Uses safe practices and cooperation skills during physical activity				

Total Tardies:
Total Absences:
Total Days Attended:
Total Days:

Comments	
	Q1
	Q2
	Q3
	Q4

Work Habits and Social Skills	Q1	Q2	Q3	Q4
Participates in class				
Works cooperatively and respectfully				
Demonstrates self control				
Follows directions				
Listens attentively				
Demonstrates organizational skills				
Makes good use of time				
Perseveres in tasks				
Completes and returns homework				
Submits high-quality products				
Proper handwriting formation				
Uses independent reading time productively				
Indicates an area of concern for work habits and social skills				X
Indicates satisfactory performance for work habits and social skills				Empty

1st Grade Standards Performance Levels	
Consistently Exceeding Your child independently extends and applies key concepts, processes and skills	4
Meeting Your child demonstrates a solid understanding of key concepts, processes and skills	3
Approaching Your child is progressing toward an understanding of key concepts, processes and skills, but performance is inconsistent	2
Area of Concern Your child has made minimal progress toward an understanding of key concepts, processes and skills; requires additional time and support	1

The star (*) symbol is used very rarely when the student's goals and objectives are completely different from the grade level curriculum. The changed student curriculum can be determined by an IEP, a 504 plan, or the student just developing English language skills.