

**Springhurst Elementary School
Report Card Support Information for Parents**

Grade 1

INTRODUCTION

Your child's success at school depends greatly on the communication and collaboration between teachers and parents. In an effort to enhance this effort, the Springhurst faculty has created this document to assist you in understanding the various components of the Springhurst report card. By creating this document we hope to be able to provide you with greater clarity regarding the areas in which your child's progress is being assessed. It is suggested that you use this document as a resource when looking at your child's report card.

The assessment categories can be defined as follows:

Exceeds Expectations -

Student consistently displays a superior understanding of content, concepts, and skills.

Meets Expectations -

Student consistently displays a knowledge and understanding of content, concepts, and skills.

Experiencing Difficulty -

Student consistently displays only a limited understanding of content, concepts, and skills.

Not Assessed This Marking Period -

Content, concepts, and skills are not assessed during the grading term.

We have listed some examples of what might be included under each specific report card criteria for Reading, Writing, Listening/Speaking, and Mathematics. This is a sampling of topics and concepts that students learn at different points during the school year, not during every marking period. Nor is it a comprehensive list of everything students learn throughout the year. Criteria for each subject, as well as the examples that follow, have been developed to correspond to the New York State Standards for Learning, which can be viewed in their entirety at the NY State Education Department's website: <http://www.p12.nysed.gov/ciai/cores.html>

Should you have any questions about this document, your child's report card, or any aspect of your child's progress, please do not hesitate to contact your child's teacher.

Reading

Shows interest in reading

Students in first grade enjoy reading in various settings;

- Daily read aloud.
- Shared reading experiences in which all students are invited to participate with the teacher in reading familiar big books, songs poems and daily messages.
- Independent reading time where students are given the opportunity to choose their own books on their appropriate reading level. It is during this time when the students practice various reading strategies taught in class.

Chooses appropriate reading materials with guidance

- In the beginning of the year the student chooses appropriate books based upon reading level with more of support from the teacher. As the year goes on the students learn to choose books that are appropriate with less guidance from the teacher.

Using decoding strategies effectively

- Getting your mouth ready
- This strategy teaches students to make the appropriate sound based upon the first letter or combination of letters of the unknown word.
- Blending sounds together
- This strategy teaches the student to look across an unknown word to the end while putting the sounds together.
- Chunking
- As the student puts the sounds in a word together he/she may notice a smaller word to help them blend the sound together. Example: sandy The student may notice and within the word sandy as he/she is putting the sounds together.
- Asking themselves "Does that make sense? Does it look right?"
- Using their knowledge of phonics students should be able to notice when their attempt of an unknown word does not make sense within the context of the sentence and if the letter sounds do not match the letters themselves.

Using comprehension strategies effectively

- Previewing the illustrations of a book to help predict the story
- Using the pictures as clues to unknown words while reading the story
- Stopping and rereading when encountering unknown words or confusion
- Making personal connections to the characters and story lines
- Asking questions to clarify meaning

Retelling a story in correct sequential order

- The student should be able to retell the important details of the story from the beginning to the end.
- An effective retell includes the events told in sequential order, characters mentioned by name, and the setting.

Reads with fluency

- A fluent first grade reader reads with expression paying attention to punctuation and dialogue.
- Students group words quickly (ex: thank you, good bye) to help them gain meaning from what they read.

- Students read with natural intonation and phrasing which allows them to sound as if they were talking.

Developing basic sight word vocabulary

- As the year progresses all students increase their ability to recognize high frequency words. High Frequency words are words that good readers should instantly recognize without having to figure them out. Learning to recognize high frequency words by sight is critical to developing fluency.

Writing

Shows interest in writing

- Students use writing strategies to effectively communicate thoughts and ideas.

Spells high frequency words correctly

- These are the basic words growing writers encounter daily in all writing situations. Students are taught to use a word wall in the classroom as a reference tool for the high frequency words.

Applies editing skills taught

- Students are taught to review their written work in order to correct common mechanical errors. First grade students are taught to use grade appropriate capitalization, punctuation and word spacing.

Utilizes revision strategies taught

- First grade writers are taught to reread their work to make sure it makes sense. They are also expected to add details about characters and setting.
- Students are encouraged to reread their work for the purposes of rethinking their beginning and endings to make them more appealing to their audience.

Writes a sequence of connected ideas

- Students are expected to reread their work to make sure the sequence of their story makes sense.

Forms letters correctly

- First grade writers are taught correct letter formation, and word spacing.

Applies sound letter relationships when writing independently

- Students are taught to write down the sounds they hear. Students will progress towards conventional spelling.

Listening and Speaking

Responds appropriately in class discussions

- Takes turns speaking
- Expresses ideas clearly and effectively

Mathematics

Quick recall of facts

- Quick recall of addition/subtraction facts to 10

Computes accurately

- Skip counts by 2's to 20, by 5's to 50, by 10's to 100
- Solves + and - number sentences using various strategies, including turn around facts ($3+4=7$, $4+3=7$)
- Uses various strategies to solve addition and subtraction problems using one and two digit numbers without regrouping

Demonstrates strong number sense

- Compares and orders numbers to 100
- Estimation of a collection of objects to 50
- Understands place value in terms of groups of tens and ones

Recognizes and understands mathematical patterns

- Uses symbols $<$, $>$, $=$ to compare whole numbers
- Understands number relationships that follow a specific rule

Recognizes geometric shapes and relationships

- Identifies and names two-dimensional shapes (circle, square, rectangle, and triangle)
- Sorts shapes by shared properties

Uses measuring tools accurately and appropriately

- Uses measuring tools to measure in inches and centimeters
- Compares objects according to lengths

Measures time accurately

- Tells time to the hour and half hour intervals

Demonstrates understanding of money

- Recognizes cent notation
- Recognizes coins (penny, nickel, dime, and quarter)
- Makes combinations of coins to 25 cents

Collects, organizes, displays, and interprets data

- Collects and records data using tally marks
- Displays data using pictographs (a graph with pictures of objects) and bar graphs

Applies problem solving strategies

- Identifies important information in a problem and chooses strategy
- Creates and uses pictures, number sentences, and/or manipulatives to show the action in a problem
- Solves addition and subtraction number stories

Communicates ideas using mathematical language

- Participates in discussions using appropriate mathematical vocabulary and language