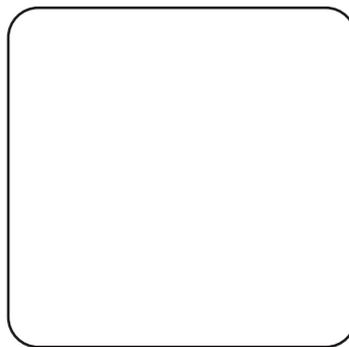


# Understanding your child's **REPORT CARD**

## For first grade



- Top 10 Tips for understanding your child's report card
- Academic measures
- Descriptions of what your child should know and be able to do in the first trimester
- Learning habit indicators with descriptions



Trimester 1  
2019-20

Prepared for by the  
Anoka-Hennepin Schools  
Curriculum Department

# TOP 10 TIPS

## Understanding Your Child's Report Card

The goal of the report card is to provide meaningful information that families can use to team with teachers to support their children's learning.

- 1.** The report cards are based on the Minnesota Academic Standards. The standards define what all Minnesota students should know and be able to do in every subject, from kindergarten through grade 12.
- 2.** Anoka Hennepin School District has written report card "indicators" that represent specific skills and or knowledge students must acquire for each reporting period. A "benchmark" measures the level of learning each child should achieve for each indicator.
- 3.** Grades are based only on what students know or are able to do. Learning habits such as effort, homework completion, participation, etc. will be graded separately from academic progress.
- 4.** Academic measures are as follows:
  - 4 - Exceeds standards
  - 3 - Meets district benchmark
  - 2 - Approaching district benchmark
  - 1 - Below district benchmark
- 5.** A grade of "3" is really good! The Minnesota Academic Standards represent a high level of learning so a grade of 3 represents a great accomplishment for a child.
- 6.** Your child will not get a mark for every indicator each marking period. If the class does not focus on a particular standard during a marking period, there will be no grade on the report card for that trimester. Instead, NG (no grade) will appear in the box.
- 7.** Included in this booklet are descriptions of what your child should be able to do to meet each expectations. This also tells you which trimester it will be graded.

**For example:**  
*Report Card Indicator: Tells Time*

**Indicator Description:**  
⇒ Tells time to the quarter-hour  
⇒ Distinguishes between a.m. and p.m.
- 8.** Your child will get marks for "learning habits". These include such things as "demonstrates on-task behaviors" and "demonstrates organizational skills." These marks will be:
  - + Consistently
  - +/- Sometimes
  - Rarely
- 9.** Learning habits are important because good habits help your child learn!
- 10.** The goal of the report card is to provide information for these important discussions. Please talk with your child's teacher about your child's progress.

# ACADEMIC MEASURES

## 4 - EXCEEDS STANDARD

**Exceeds grade level expectations.** The student consistently demonstrates the skill and/or understands concepts at a level exceeding expectations.

A "4" indicates the student has advanced understanding of the academic skills represented by this indicator. The student engages in further inquiry and extends learning. A "4" is difficult to obtain.

## 3 - MEETS DISTRICT BENCHMARK

**Meets expectations for this reporting period.** The student demonstrates the skill and/or understands concepts at a level that meets expectations for this reporting period. A "3" indicates the student has proficient understanding.

We want all of our students to reach a level "3." A student receiving a "3" is right on track with our high academic expectations. A "3" is something to be celebrated.

## 2 - APPROACHING DISTRICT BENCHMARK

**Meets some expectations for this reporting period.** The student sometimes demonstrates the skill and/or understands concepts and meets some expectations for this reporting period.

A "2" indicates that the student has some understanding and is partially proficient. A "2" indicates that the student's performance varies in consistency with regards to accuracy, quality, and level of support.

## 1 - BELOW DISTRICT BENCHMARK

**Does not meet expectations for this reporting period.** The student seldom demonstrates the skill and/or understands concepts for this reporting period.

A "1" indicates the student has minimal understanding and that performance is inconsistent even with guidance and support.

## NG - NO GRADE

Progress on these indicators is not reported this trimester.

# What Should My Child Be Able to Do to Meet Expectations

(THESE DESCRIPTIONS REPRESENT A 3 FOR TRIMESTER 1)

## ENGLISH LANGUAGE ARTS

### FOUNDATIONAL SKILL

#### ***Demonstrates understanding of spoken words and sounds***

- ⇒ Identifies, blends, segments syllables in words
- ⇒ Recognizes and generates rhyming words
- ⇒ Identifies, blends, segments onset and rhyme
- ⇒ Counts phonemes
- ⇒ Isolates initial, medial, and final sounds
- ⇒ Blends spoken phonemes to form words
- ⇒ Segments spoken words in phonemes

#### ***Applies phonics and word analysis skills/strategies***

- ⇒ Hears and uses sound/letter correspondence
- ⇒ Blends sounds into words, including VC, CVC words
- ⇒ Blends common word families (*am, at, an, ap, ig, ip, in, ip, ill, ack, ick, on, ox, ot, ock, op, ed, em, et, ess, ell, ead, ug, un, ut, up, uck, ub, us*)
- ⇒ Reads words with initial consonant blends (*cl, fl, gl, pl, sl, gr, br, sk, st*)
- ⇒ Reads words with initial and medial short vowels (*a, i, o, ea, u*)
- ⇒ Decodes one-syllable words in isolation and in context

- ⇒ Distinguishes between similarly spelled words
- ⇒ Identifies and reads common high-frequency words, irregularly spelled (*I, like, do, to, you, he, can, go, a, has, this, is, my, look, little, where, here, play, the, we, are, me, she, with, for, and, have, see, said, was, does, not, school, what, down, out, up, very, be, come, good, pull, fun, make, they, too, jump, move, run, two, again, help, new, there, use could, live, one, then, three*)
- ⇒ Identifies and reads contractions (-'s)
- ⇒ Identifies and distinguishes letter sounds (*initial, medial, final*)
- ⇒ Identifies and read inflectional endings (-s, -ed)

#### ***Reads grade-level text accurately and fluently***

- ⇒ Applies letter/sound knowledge to decode phonetically regular words accurately
- ⇒ Reads high-frequency words fluently
- ⇒ Uses appropriate rate, expression, intonation, and phrasing
- ⇒ Uses punctuation cues in reading
- ⇒ Reads with purpose and understanding
- ⇒ Reads orally with accuracy
- ⇒ Uses context to confirm or self-correct word recognition
- ⇒ Emphasizes a word or phrase

## LITERATURE

LITERATURE = Students must independently read and respond to a broad range of genres and topics at Grade 1 text complexity

### ***Asks and answers questions about a text***

- ⇒ Uses the text and illustrations to identify the key details (*students should be able to answer: What are the key details in this story?*)
- ⇒ Asks questions about misunderstandings in the text then look for answers in the passage

### ***Describe characters, setting and events using key details found in text and illustrations***

- ⇒ Uses the text and illustrations to identify the characters, settings, and events

## INFORMATIONAL

INFORMATIONAL = Students must independently read and respond to a broad range of genres and topics at Grade 1 text complexity

### ***Identifies the main topic and purpose of a text***

- ⇒ Identifies key details of a selection



## WRITING

***Writes to communicate effectively; opinion, informational, narrative***

### Narrative

- ⇒ Includes characters
- ⇒ Uses describing details

### Informative

- ⇒ Focuses on a single event
- ⇒ Uses clues from the text or pictures to explain answer
- ⇒ Uses describing details
- ⇒ Compares and contrasts ideas
- ⇒ Includes events in order

### Opinion

- ⇒ Focuses on opinion
- ⇒ Uses clues from text or pictures

### ***Responds to questions and suggestions to strengthen writing***

- ⇒ Uses the writing process with guidance and support from peers and adults to develop and strengthen writing:
  - Prewriting
  - Draft
  - Revise
  - Edit and publish
  - Evaluate

### ***Participates in research and writing projects; publishes using a variety of digital tools***

- ⇒ Produces and shares research and writing projects using digital tools independently and in collaboration with peers

## LANGUAGE

### ***Uses grammar and punctuation in writing and speaking; learns and applies spelling strategies to written work***

- ⇒ Prints all upper- and lowercase letters
- ⇒ Capitalizes the first letter in a sentence
- ⇒ Includes punctuation at the end of a sentence
- ⇒ Uses commas to separate words in a series
- ⇒ Uses common nouns
- ⇒ Uses singular and plural nouns
- ⇒ Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words (*spelling and high-frequency words*)
- ⇒ Spells untaught words phonetically

## SPEAKING, LISTENING, AND VIEWING

### ***Participates in discussions within a group effectively***

#### Listening Strategies

- ⇒ Always look at the speaker
- ⇒ Respects others by not interrupting
- ⇒ Repeats others' ideas to check understanding
- ⇒ Asks questions for clarity
- ⇒ Respects others' opinions/ideas
- ⇒ Asks others to share their ideas and opinions

#### Speaking Strategies

- ⇒ Takes turns speaking
- ⇒ Asks others to share ideas and opinions
- ⇒ Raises hand to speak
- ⇒ Stays on topic
- ⇒ Connects own ideas to the comments of others

- ⇒ Gives others a chance to think after asking a question

### ***Presents information and ideas effectively***

#### Speaking Strategies

- ⇒ Takes turns speaking one at a time and focus on the topic being discussed
- ⇒ Responds to questions others ask and speak in complete sentences when they answer questions about details
- ⇒ Uses relevant details to describe people and places in their discussions
- ⇒ Asks others for ideas and opinions and respond to feedback from others
- ⇒ Discusses drawings and explain what they show
- ⇒ Speaks in a clear voice so that others can hear them
- ⇒ Asks questions to get more information or to clarify something
- ⇒ Speaks in complete sentences when participating in discussions
- ⇒ Waits turn to speak and comment on the topic under discussion
- ⇒ Uses gestures and point to their posters or other visuals to communicate ideas and information
- ⇒ Stays on topic and respond to points being raised when answering questions
- ⇒ Uses precise words to be clear when they describe people and actions
- ⇒ Uses appropriate volume for the setting
- ⇒ Maintains eye contact
- ⇒ Speaks clearly and at an appropriate rate
- ⇒ Adds drawings to their presentation to clarify ideas

*\*A "4" is not reported for this indicator.*

# MATHEMATICS

## NUMBER KNOWLEDGE

### **Counts, reads and represents numbers\***

- ⇒ Reads, writes and represents numbers to 50
- ⇒ Counts forward to 50 from any number
- ⇒ Counts backward from 50
- ⇒ Counts a collection to 20
- ⇒ Adds two collections together within 10
- ⇒ Counts on to add to 10
- ⇒ Subtracts from various numbers less than 10

### **Demonstrates an understanding of number relationships\***

- ⇒ Uses place value to describe numbers to 30
- ⇒ Compares two collections within the range of 0-50
- ⇒ Identifies the larger of two collections
- ⇒ Compares two numerals within the range of 0-50
- ⇒ Identifies the larger of two numbers
- ⇒ Orders numerals to 50
- ⇒ Uses relative size vocabulary during math discussions when comparing numbers  
(e.g. *Words that use relative size vocabulary include, but are not limited to, more than, greater than, as many as, less than, fewer than, equal to, not equal to, is about and is nearly*)

### **Uses computational strategies to solve problems**

#### Contexts and Range

- ⇒ Finds sums and differences for numbers between 0 and 10 in various contexts including, but not limited to:

- Addition and subtraction number stories
- Bare number problems
- Number line
- Screened tasks for addition and subtraction

#### Representations

- ⇒ Uses words, pictures, objects, length-based models (*connecting cubes*), numerals and/or number lines to model and solve addition and subtraction problems using the following

#### Strategies:

- Direct modeling
- Counting from 1
- Counting-on/back  
(*but not required for a "3"*)

#### Explains Thinking

- ⇒ Explains thinking whether direct modeling or counting-on/back
  - If counting-on/back, explains why the first number didn't need to be counted from 1.
- ⇒ Explains more than simply, "I put the first (*or bigger*) number in my head and added on the rest."

#### Develops fact knowledge

- ⇒ Tells the number of dots to 10 on dominos
- ⇒ Doubles number of dotted dice 1-6
- ⇒ Tells the number of dots and how many more to make 10 w/o counting when flashed a ten frame
- ⇒ Tells the number of dots (*10 plus a single digit*) to 20 when shown a double ten frame or cube trains

## **ALGEBRAIC FOUNDATIONS**

***Identifies and uses rules to create and extend patterns***

- ⇒ Uses rules to create, extend and explain patterns (*including explaining why the pattern is, indeed, a pattern*)

***Represents and solves real-world +/- problems***

- ⇒ Represents, using numbers, objects or pictures, real world situations involving addition and subtraction problems with sums to 20 and minuends of 10 or less
- ⇒ Write addition problems with sums to 10
- ⇒ Compare written addition equations
- ⇒ Finds sums to 10+
- ⇒ Solves unknowns in an addition equation
- ⇒ Solves subtraction problems with minuends to 10

## **DATA FOUNDATIONS**

***Uses data to create and analyze graphs and charts\****

Charts and Graphs

- ⇒ Organize a graph with different categories
- ⇒ Represent data with different categories
- ⇒ Interpret data with different categories to determine greatest and least

*\*A "4" is not reported for this indicator.*

## **SOCIAL STUDIES**

***Citizenship in our community***

Rules:

- ⇒ Know leaders or groups of people may make different rules in different settings
- ⇒ Knows groups have a culture and their rules are part of this culture
- ⇒ Identifies different characteristics of effective rules (*for example fair, understandable, enforceable and connected to goals*)
- ⇒ Participates in a process to establish rules

Citizenship:

- ⇒ Demonstrates ways good citizens can help their community through participation
- ⇒ Explains why participation in a community is important (*pick-up trash, vote and help make decisions in the class*)
- ⇒ Provides examples of flag etiquette and other demonstrations of patriotism

Pledge of Allegiance

- ⇒ Explains why and when the Pledge of Allegiance is recited

President and Voting

- ⇒ Identifies the current president of the United States of America
- ⇒ Explains that voting determines who will be president

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### ***Geography: People and Places***

*Note: Instruction begins Trimester 1 but will not be reported until the unit is complete in Trimester 2*

Sketch Maps:

- ⇒ Creates a sketch map of a familiar place that includes a title and labels
- ⇒ Illustrates and arranges features on a

sketch map of a familiar place

- ⇒ Describes information found on maps

Location:

- ⇒ Identifies a specific place on a map
- ⇒ Uses relative location words to identify the location of a specific place (*e.g. near, far, behind, in front, next to*)
- ⇒ Uses absolute location words to identify the location of a specific place (*e.g. Room 224 or an address*)
- ⇒ Explains why or when it is important to use absolute versus relative location

Characteristics:

- ⇒ Identifies human and physical characteristics of where you live
- ⇒ Identifies human and physical characteristics of a faraway place
- ⇒ Compares the physical characteristics of a nearby place to a faraway place
- ⇒ Compares the human characteristics of a nearby place to a faraway place
- ⇒ Describes how the physical characteristics of a place affect the way people live

## SCIENCE

### ***Pebbles, sand and silt***

- ⇒ Identifies earth materials
- ⇒ Describes similarities and differences between earth materials (*ex. sand, rock, clay*)
- ⇒ Groups or classifies earth materials based on properties (*color, size and shape*)
- ⇒ Uses tools and senses to make, record and communicate observations using science notebooks

- ⇒ Describes ways in which humans have used earth materials (*ex. glass, pavers, retaining walls and sidewalks*) to enhance everyday life

## HEALTH

### ***Understands concepts and topics***

*Note: Instruction will occur throughout the year and not every concept will be reported Trimester 1*

- ⇒ Recognize emotions and expressing them in a healthy way by knowing and using conflict resolution skills
- ⇒ Understand the attributes of the Anoka-Hennepin Education for Character Plan
- ⇒ Age-appropriate personal strategies for:
  - Bus safety
  - Playground safety
  - Bike safety
  - Fire safety
  - Personal safety
- ⇒ How to make healthy food choices

## ART

### ***Understands and demonstrates line and shape***

- ⇒ Knows the differences between line and shape
- ⇒ Knows vocabulary for different types of lines

## MUSIC

*Note: Indicators will not be marked until enough data has been gathered to make a designation of progress toward the standard*

### ***Sings with accurate pitch***

- ⇒ Echo sings short patterns in an established range while using correct vocal technique

### ***Plays/improvises on instruments***

- ⇒ Demonstrates a steady beat
- ⇒ Uses proper playing technique

### ***Reads notation/demonstrates concepts***

- ⇒ Keeps a steady beat while performing/listening
- ⇒ Interprets visual symbols into sound

## PHYSICAL EDUCATION

### ***Understands concepts***

- ⇒ Identifies location of heart, purpose of heart and how to change heart rate
- ⇒ Demonstrates knowledge of rules, safety practices and procedures for specific activities

### ***Skill performance***

*Note: Not all the skills listed below will be marked in Trimester 1*

- ⇒ Demonstrates manipulative skills (*may include throwing, catching, dribbling, striking and other skills*)
- ⇒ Demonstrates movement and manipulative skills in group setting (*may include games and large group activities*)
- ⇒ Demonstrates locomotor skills (*may include running, skipping, galloping, hopping, sliding, leaping, jumping and spatial awareness*)

# Learning habit indicators with descriptions

(behaviors that support learning in the classroom)

Trimester 1, Trimester 2, Trimester 3

Report Card Indicator	Descriptions
<b>Demonstrates organizational skills</b>	<ul style="list-style-type: none"> <li>⇒ Comes prepared with belongings and has materials ready for class</li> <li>⇒ Keeps materials organized</li> </ul>
<b>Works well with others</b>	<ul style="list-style-type: none"> <li>⇒ Respectful with words &amp; actions</li> <li>⇒ Listens when others are speaking</li> <li>⇒ Actively participates in a group</li> <li>⇒ Resolves conflict respectfully</li> <li>⇒ Cooperates with others</li> </ul>
<b>Demonstrates on-task behaviors</b>	<ul style="list-style-type: none"> <li>⇒ Follows classroom routines</li> <li>⇒ Listens and follows directions</li> <li>⇒ Maintains focus during independent work and group activities</li> </ul>
<b>Makes responsible choices</b>	<ul style="list-style-type: none"> <li>⇒ Follows school &amp; classroom rules</li> <li>⇒ Demonstrates self-control during a variety of situations</li> </ul>
<b>Completes work</b>	<ul style="list-style-type: none"> <li>⇒ Completes classwork and homework on time</li> <li>⇒ Demonstrates effort and does best work</li> <li>⇒ Uses time effectively</li> </ul>
<b>Applies Handwriting</b>	<ul style="list-style-type: none"> <li>⇒ Demonstrates learned skills</li> <li>⇒ Applies handwriting to daily work</li> <li>⇒ Writes legibly</li> </ul>
<b>Makes responsible choices (K-3 Science)</b>	<ul style="list-style-type: none"> <li>⇒ Stays on task, puts forth effort, completes work, uses materials responsibly and works cooperatively</li> </ul>
<b>Makes responsible choices (Art)</b>	<ul style="list-style-type: none"> <li>⇒ Brings materials to class and completes required work</li> <li>⇒ Follows directions, stays on task, and tries willingly</li> <li>⇒ Treats people and property with respect</li> <li>⇒ Follows all classroom and school rules</li> <li>⇒ Works cooperatively with others</li> </ul>
<b>Makes responsible choices (Music)</b>	<ul style="list-style-type: none"> <li>⇒ Brings materials to class and completes required work</li> <li>⇒ Follows directions, stays on task and tries willingly</li> <li>⇒ Treats people and property with respect</li> <li>⇒ Follows all classroom and school rules</li> </ul>
<b>Makes responsible choices (PE)</b>	<ul style="list-style-type: none"> <li>⇒ Comes prepared for class (tennis shoes)</li> <li>⇒ Meets class expectations</li> <li>⇒ Engages in activities with effort</li> <li>⇒ Respectful personal and social behaviors</li> <li>⇒ Cooperates with others</li> </ul>
<p>LEARNING HABIT INDICATORS: + Consistently; + / - Sometimes; - Rarely</p>	