



# A Parent's Guide to the First Grade Report Card

This guide is provided to parents to ensure success and understanding of the report card.

A report card is one way our school communicates with parents. This guide will help you understand the methods used in teaching and evaluating your child's progress as well as the content that is required for success. After you review your child's report card and this guide, please discuss with your child's teacher any questions you may have.

## Academic Key:

The Report Card Academic Key (below) is designed to assist teachers as they assess and report each student's individual progress on concepts.

REPORT CARD ACADEMIC KEY		
<b>4</b>	Exceeding Standards	<i>Student exceeds grade level expectations by independently applying and utilizing concepts and skills. Application and/or understanding that exceeds beyond the standard</i>
<b>3.5</b>	Mastering and growth toward extending beyond	<i>Student demonstrates grade level expectations for concepts and skills. Student has a proficient understanding of the skills needed during the reporting period. Some skills increase in difficulty and expectations throughout the school year Student is able to begin to extend the skills taught.</i>
<b>3</b>	Mastering the Standard	<i>Student demonstrates grade level expectations for concepts and skills. Student has a proficient understanding of the skills needed during the reporting period. Some skills increase in difficulty and expectations throughout the school year <b>This is an end of the year expectation!</b></i>
<b>2.5</b>	Progressing toward mastery	<i>Student is progressing toward basic understanding of grade level concepts and skills with assistance. Student has a developing understanding of skill but still requires time or extra support to be successful</i>
<b>2</b>	Partial Understanding	<i>Student is progressing toward basic understanding of grade level concepts and skills but requires support in order to consistently progress.</i>
<b>1.5</b>	Developing with extra support	<i>Student is progressing toward basic understanding of grade level concepts and skills but requires a higher level of guidance and support in order to consistently progress.</i>
<b>1</b>	Limited- not yet making sufficient progress on the standards	<i>Student shows an emerging awareness of concepts and skills. Student has a limited understanding and/or is not demonstrating skills expected during the reporting period Student needs a great deal of support to be successful with parts of the standard.</i>
<b>*</b>	Not assessed	<i>The teaching of the skill/standard maybe occurring, however the expectation of mastery is not required during this reporting period</i>

## **Florida Standards**

Florida Standards are being taught and assessed in First Grade. In English/Language Arts and literacy, this means three major changes. Students will continue reading and writing, but, in addition to stories and literature, they will read more texts that provide facts and background knowledge in areas including science and social studies. They will also read more challenging texts and be asked more questions that will require them to refer back to what they have read, with an increased emphasis on building a strong vocabulary so that students can read and understand challenging material.

### **English/Language Arts**

#### **Reading Standards – Foundational Skills**

This section includes basic literacy skills understanding concepts of print which may include sentences starting with capitals, and including correct punctuation. Students will be expected to distinguish between long and short vowels as they begin to decode, blend and segment words. These are helping students to build the foundation they need to be good readers.

#### **Reading Standards - Literature and Informational Text**

A balance of stories (fiction) and informational text (non-fiction) is an important part of the Florida Standards. Students will learn to ask and answer questions about key details and retell stories including identifying the main idea, make connections between parts of the text or between different stories. They will be asked to identify elements like characters, setting and plot within a text as well as to compare and contrast the elements within one story as well as between multiple stories or text. Students will begin to read with accuracy and fluency which will help to support their comprehension.

#### **Language, Writing & Listening and Speaking Skills**

The language skills identify how well students demonstrate command of the conventions of standard English grammar, usage when writing and speaking and how well they distinguish shades of meaning among verbs describing the same general action (i.e. walk, march, strut, prance) as well as penmanship. The students will demonstrate the language skills and integrate phonics into their writing as well as the structure of sentences they begin to build. Handwriting consists of shape, size, placement, and proper line strokes to form each letter. Vocabulary development is essential in the early years. Learning to use clues in word structure and context help children broaden their vocabulary use.

Writing encompasses the stages of writing development and depth of their writing as an author. While developing as writers, students will begin to compose narrative, opinion, and informative/explanatory types of writing. Students will begin to demonstrate conventional spelling within the context of their writing, not necessarily through a weekly quiz. Students will still have words to work on but it will be integrated into their writing activities. Technology is integrated into the writing standards to produce and publish a student's work.

Students are evaluated on how well they listen to others (teachers and students) in a variety of settings (i.e. instruction, story time). Students are expected to be able to follow directions (at least two steps) to complete a task. Students are also expected to be able to orally communicate their thoughts and needs in complete sentences. These skills are incorporated into everything the students do throughout the day.

### Mathematics

In First Grade, students will continue to build the understanding that doing mathematics involves solving problems and discussing how they solved them. Students are asked to explain (prove) the meaning of a problem and look for ways to solve it. Students may use concrete objects or pictures to help them conceptualize and solve problems. Each math standard listed on the report card has several sub-skills.

First grade students will be able to count to 120 starting at any number less than 120 and be able to read and write numbers that represent a number of objects. They will be learning to solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. They will start to see the relationship between addition and subtraction and they will begin to solve addition and subtraction facts within 20. Throughout the year the students will begin to measure items as well as identify money and tell time. They will identify and compare and contrast various shapes including 2D and 3D items.

### Science/Social Studies

Students participate in science and social studies through exploring, researching, discussing, observing, and making reasonable predictions. First grade is a time for immersion in these areas. This knowledge will be the foundation for their elementary education. Both Science and Social Studies follow the “Next Generation Sunshine State Standards (NGSSS).” By being part of the lessons and participating in discussions in the areas of science and social studies, the first grade students are learning how the world around them works.

Some of the Science big ideas that will be studied this year include, the practice of science, earth structures, the organization and development of living things, interdependence, properties and matter and force and motion along with several other topics. In Social Studies, the students will be introduced to American History, Geography, Economics and Civics and Government. Most of the Science and Social Studies topics will be integrated throughout the year into the Language Arts or Mathematics blocks. While the students may not be experts in each area, our goal is that they are introduced to and are capable of being involved in dialog and activities concerning each topic.

### Cultural Arts

Additional information on your child is reported from the Cultural Arts classes they attend: Art, Media (Library), Music and Physical Education (PE). Each Cultural Arts Teacher give these grades. Grades for these areas employ a different grading code – see Key below. Each area includes a grade for skills and concepts and another for work habits and conduct. These classes also follow standards set forth by the state of Florida.

Key	
E = Exceeding Expectations	P = Progressing, but needs
S = Successfully Meeting	N = Not Meeting Expectations

### Conduct – Habits of Success

This area is especially important in kindergarten as we are laying the framework of success and learning. These skills can be grouped into behaviors that affect learning. As we prepare students to be college and career ready these categories include areas like:

**Self-Directed Learning and Quality Producer**  
**Cooperative Worker**  
**Respectful Citizen**  
**College**

and



**Areas of concern are indicated with an “X”**

**Career**

**Ready**

### **Attendance and Tardy notifications**

These boxes reflect the number of days absent and tardy for each nine weeks. School attendance is essential to the educational success of each child. Students are expected to be in school and in class on time to receive full benefit from the instructional programs of the School District of Indian River County. It's the Law!

### **Florida Statute 1003.21**

*Excused Absences/Tardies:* \* Illness of student. \* Serious illness or death of family member. \* Head lice or nits up to three (3) days. \* Doctor or dental appointments. Appointments after school are encouraged. \* Legal matters. \* Religious holiday or training. \* Unforeseen emergencies (i.e. natural disasters) *Unexcused Absences/Tardies:* \* absent from school without parent permission. \* Excused or unexcused absences beyond nine (9) days per semester are considered excessive and will be counted as unexcused unless appropriate documentation is provided.

### **Teacher Comments**

The back of the report card provides space for the teacher to make comments regarding your child's progress or request a conference. There is also space for you to request a conference or to include comments of your own. Be sure to sign the report card before you return it to school with your child.

The last box on the back of the report card will be completed during the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grading periods. Each child is required to demonstrate proficiency with grade level curriculum to be promoted to first grade. An X in the box indicates that your child is not proficient with the curriculum currently.

### **Placement for the next school year**

This area is only marked during the 4<sup>th</sup> nine weeks and indicates the grade level your child will be working during the next school year.

### **Frequently Asked Questions**

Florida Standards for English and Language Arts and Mathematics benefit students, their parents, and their teachers. Students will be better prepared for college and careers; parents will understand better how to support their students; and teachers can focus on depth of understanding.

### **What is the purpose of this report card?**

The purpose of the report card is to provide more detailed feedback to parents regarding the progress their children are making toward learning standards at their grade level. The standards based report card will allow parents and students to understand more clearly what is expected of students and how to help them be successful in a rigorous academic program.

### **Why do students receive report cards?**

A report card measures how well an individual student is doing in relation to the grade level standards, not the work of other students. It gives parents a better understanding of their child's strengths and weaknesses and encourages all students to do their best.

### **How will the ratings be determined?**

Students' ability to meet the learning standards will be determined by both their oral, written work, and performance tasks. During the first semester, we expect students to develop and progress toward the learning standard. As the year progresses, students will begin to meet and even in some cases exceed the standard.

The following are considerations for a report card grade: Teacher observations, Student work samples, Student performance. Informal teacher created assessments, Formal assessments (iReady / FUNdations)

**Information on the Florida Standards can be found at:** <http://www.flstandards.org/> or <http://www.pta.org/parents>