

# REGIONAL SCHOOL DISTRICT 10

Student Name: |

Grade Level: One

SASID:

2016-2017 School Year

Teacher:

## Performance Indicators for Academic Areas

**M** - Meets Standard - independently and consistently achieves grade level standards

**P** - Progressing Toward Standard - is able to achieve grade level standards with assistance or support

**B** - Below Standard - is not yet able to perform at grade level standard

## Approaches to learning performance indicators:

**3** - Consistently Meets Expectation

**2** - Moving Toward Expectation

**1** - Experiencing Difficulty

*Grades reflect students current level of performance at this time of year.*

*If your child is receiving Special Education Services, please refer to the goals and objectives listed in your child's IEP.*

Attendance	Nov.	Mar.	June
Absent	0	1	0
Tardy	1	0	0

Approaches to Learning			
Academic Responsibility	Nov.	Mar.	June
Participates and contributes to group work	3		
Remains on task and works independently	3		
Follows written and oral directions	3		
Demonstrates effort and perseverance	3		

Approaches To Learning			
Personal Responsibility	Nov.	Mar.	June
Accepts and learns from feedback	3		
Respects rights, opinions and abilities of others	3		
Follows rules and routines	3		
Organizes time and materials	3		

Language Arts			
Foundational Skills	Nov.	Mar.	June
<b>Understands how words and books are organized (print concepts)</b>	M		
<i>Recognizes the distinguishing features of a sentence (first word, capitalization, ending punctuation) and understands the organization and basic features of print</i>			
<b>Demonstrates phonological awareness (spoken words and sounds)</b>	M		
<i>Demonstrates understanding of spoken words through the blending and isolation of individual sounds in single syllable words including long and short vowels</i>			
<b>Knows and applies grade level phonics</b>	M		
<i>Knows the spelling sound correspondences for: consonant digraphs (e.g. ch), final - e (e.g. make), common vowel teams (e.g. team), and inflectional endings (e.g. ed &amp; ing); recognizes and reads grade appropriate irregularly spelled words (e.g. was)</i>			
<b>Reads with grade level appropriate fluency</b>	B		
<i>Reads grade level text with purpose, understanding, accuracy, rate and expression</i>			
<b>Literature and informational text</b>			
<b>Identifies key ideas and details</b>	P		
<i>Retells texts including key details to demonstrate understanding of the message/lesson or main topic; describes characters, settings and major events in a story; describes how two events or ideas in a text are connected</i>			
<b>Understands craft and structure (how text is organized)</b>	P		
<i>Explains the differences between books that tell stories and books that give information; identifies who is telling the story at various points in a text; knows and uses various text features (e.g., headings, tables of contents, icons, illustrations, etc.) to locate information in a text</i>			
<b>Integrates knowledge and ideas (comparing and contrasting)</b>	P		
<i>Compares and contrasts the adventures and experiences of characters in stories; identifies the reasons an author gives to support points in a text</i>			

Language Arts			
Range of Reading and Level of Text Complexity	Nov.	Mar.	June
<b>Reads and comprehends grade level text independently and proficiently</b>	B		
<i>Reads stories, poetry and informational texts that are appropriate for first grade</i>			
Writing			
<b>Writes a variety of text for various purposes (across all content areas)</b>	M		
<i>Writes opinion pieces by introducing a topic, stating an opinion, supplying a reason, and providing closure; writes informative/explanatory texts that introduce a topic, supply facts, and provide closure; writes narratives by describing two or more appropriately sequenced events, including some details, using temporal words (e.g. first and then) and providing closure</i>			
<b>Demonstrates command of conventions of standard English</b>	M		
<i>Capitalizes dates and names of people; uses end punctuation for sentences; uses commas in dates and to separate single words in a sentence; spells sight words correctly; spells words that follow phonetic patterns correctly</i>			
<b>Researches and/or provides evidence to build and present knowledge</b>	M		
<i>Participates in shared research and writing projects; with guidance and support from adults recalls information from experiences or gathers information from provided sources to answer a question</i>			
<b>Produces and publishes clear and coherent writing</b>	M		
<i>With guidance and support, responds to questions and suggestions from peers and adds details to strengthen writing as needed; explores a variety of digital tools to produce and publish writing, including in collaboration with peers</i>			
Speaking and Listening			
<b>Speaks using correct grammar</b>	M		
<i>Demonstrates command of the conventions of standard English grammar when speaking</i>			
<b>Participates in conversations with understanding</b>	M		
<i>Participates in a range of collaborative discussions (one-on-one, in groups, and teacher-led), on grade one topics and texts; builds on others' ideas and expresses his/her own ideas clearly</i>			
<b>Presents knowledge and ideas clearly</b>	M		
<i>Describes people, places, things, and events with relevant details expressing ideas and feelings clearly; adds drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings; produces complete sentences when appropriate to task and situation</i>			
<b>Asks and answers questions to clarify understanding</b>	M		

Math	Nov.	Mar.	June
<b>Demonstrates understanding of concepts and procedures</b>	M		
<i>Adds and subtracts with numbers to 20, including story problems; fluent with addition and subtraction facts to 10; counts to 120 and learns about place value (ones, tens, hundreds); identifies, sorts, and draws shapes; fits shapes together to make other shapes; solves shape puzzles; talks about fractions</i>			
<b>Communicates mathematical reasoning both orally and in writing</b>	M		
<i>Uses pictures and visual models to represent numbers; provides explanations in words, pictures or with the use of visual models such as number racks to show how a problem is solved; explains addition and subtraction problems using equations</i>			
<b>Applies problem-solving strategies and uses models to solve problems</b>	M		
<i>Introduces problems and looks for ways to solve problems; analyzes problems and plans solutions; solves problems using various visual models and tools; with guidance and support communicates conclusions precisely</i>			
<b>Demonstrates computational fluency</b>	M		
<i>Adds and subtracts to 20; demonstrates fluency for addition and subtraction to 10; adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10 (using concrete models, drawings and/or strategies); given a two-digit number mentally finds 10 more or 10 less</i>			
Social Studies			
<b>Develops questions</b>	M		
<i>Develop the ability to ask compelling questions that can frame and advance inquiry; compelling questions focus on how things work, interpretations of information and require students to construct arguments in response to these questions</i>			
<b>Uses resources to gather information</b>	M		
<i>With guidance and support, students will gather information from one or two sources and come to conclusions in an inquiry; discuss and distinguish between facts and opinions when gathering information</i>			
<b>Demonstrates an understanding of concepts</b>	M		
<i>Understand how students fit into society (the relationship between me, my family, my school and my community); distinguish between facts and opinions when gathering information</i>			
<b>Uses evidence to communicate conclusions</b>	M		
<i>Ask and answer questions about a topic, use various resources to locate information and use print oral or digital technologies to communicate information and construct explanations</i>			

<b>Science</b>	<b>Nov.</b>	<b>Mar.</b>	<b>June</b>
Makes observations and asks questions	M		
<i>Ask questions of each other about phenomena they observe</i>			
Investigates using equipment/tools appropriately	M		
<i>Define the features to be investigated, such as patterns that suggest causal relationships (e.g., What features of a ramp affect the speed of a given ball as it leaves the ramp?)</i>			
Demonstrates an understanding of concepts	M		
Forms and communicates conclusion	M		
<i>Construct and critique explanations; develop explanations of what they observe when conducting their own investigations and evaluate their own and others' explanations; students will start to record observations whether in drawings, words, or numbers—and to share them with others</i>			

<b>Wellness Health and Physical Education</b>	<b>Nov.</b>	<b>Mar.</b>	<b>June</b>
Demonstrates safety techniques to avoid injury	M		
Demonstrates developmentally mature forms of fundamental movements	P		
Works independently or cooperatively and productively with partners or small groups	M		

<b>Visual Art</b>	<b>Nov.</b>	<b>Mar.</b>	<b>June</b>
Demonstrates knowledge of concepts	P		
Demonstrates control, adaptation, selection of medium and attention to detail	P		

<b>Music</b>	<b>Nov.</b>	<b>Mar.</b>	<b>June</b>
Sings in age-appropriate voice with accurate pitch	M		
Maintains a steady beat	P		

<b>Comments</b>
<b>November</b>
<b>March</b>
<b>June</b>