



# OTTAWA COMMUNITY SCHOOL FIRST GRADE REPORT CARD

Teacher Name: Ms. Henderson

Student Name: JANE DOE

ATTENDANCE	F	W	S	Year
Days Absent				
Times Tardy				

NEXT SCHOOL YEAR ASSIGNMENT		
Grade:		
Promoted:	Placed:	Retained:

## About This Report Card

For over two decades Nottawa Community School District has used Standards Based Reporting to help families answer the question, how is my child doing? Before standards based reporting schools averaged many skills in one letter grade.

Standards Based Reporting communicates learning expectations as clear targets instead of just averages. Clear targets improve communication between school and home and let the parent know what their child is learning in school.

For more information about standards based grading please see our school website: [nottawaschool.org](http://nottawaschool.org) and select Standards Based Grading.

~Jerome Wolff (Superintendent/Principal)

ACADEMIC STANDARDS & EVALUATION MARKS	
1 = Improvement is needed	F=Fall Trimester
2 = Progress Demonstrated	W=Winter Trimester
3 = Meets Expectations	S=Spring Trimester
4= Exceeds Expectations	<input type="text"/> = Not offered yet
N/A= not available	* = See Comment

LIFE SKILLS			
Participation	F	W	S
Attempts to answer direct questions asked by teacher			
Waits for the appropriate time to ask questions or make comments			
Work Completion			
Demonstrates effort			
Follows directions			
Stays on task			
Behavior	F	W	S
Follows classroom rules			
Keeps hands to self			
Respects the feelings of others			
Working in Groups	F	W	S
Takes turns & shares materials			
Does not interrupt			
Responsibility	F	W	S
Respects others' materials			
Takes care of materials and personal belongings			
Finds classroom materials independently			

LANGUAGE ARTS			
Reading	F	W	S
Asks and answers questions about key details in a variety ways after reading a selection RL.1.1			
Asks and answers questions about key details in an informational text RI.1.1			
Retells story (orally or drawings) using key details and demonstrates understanding of main idea or lesson RL.1.1, 2			
Identifies and describes characters and setting in stories using illustrations and text 1.RL.2, 3, 5, 7			
Compares and contrasts stories (characters, events, setting) 1.RL.9, 1.RI.9			
Knows and applies strategies to decode words (phonics skills & word analysis) RF.1.3			
Recognizes and reads high-frequency word wall words from list (out of context) RF.1.3.g			
Recognizes and reads high-frequency word wall words in reading book (in context) RF.1.3.g			
Writing	F	W	S
Writes a complete sentence with a noun, and verb (by fall trimester) and adjective (by winter trimester) L.1.1.c			
Creates an opinion writing on their own. (states opinion, includes quality reason(s), ending) W.1.1			
Is able to focus on and write about a topic (narrative or informational) with guidance and support from adults W.1.2, 3, 5			
Conventions	F	W	S
Capitalizes the beginning of sentence and "I" L.1.2a			
Uses end punctuation correctly L.1.2b			
Speaking & Listening	F	W	S
Listens to speaker SL.1.1	3		
Answers questions from audience in order to clarify topics SL.1.1-3	3		
Uses complete sentences when speaking SL.2,3	3		
Describes people, places, and events with details, when appropriate adds drawings or brings object about topic SL.1.4, 5	3		

MATHEMATICS			
Numbers and Operations	F	W	S
Counts orally to 120 (starting at any number under 120) and back 1.NBT.1 (forward by fall, backwards by spring trimester)			
Identifies any numeral to 120 1.NBT.1			
Writes numerals in order to 120 (without reversals by Spring trimester) 1.NBT.1			
Compares two digit numbers using <, > and = symbols 1.NBT.3			
Finds 10 more or 10 less than a 2 digit number mentally 1.NBT.5			
Operations and Algebraic Thinking	F	W	S
Uses strategies to solve word problems 1.OA.1			
Adds and subtracts fluently within 10 1.OA.6			
Uses strategies to add and subtract within 10 1.OA.6			

SCIENCE (X = Student Participates in Activities)			
Physical Science: Lights and Sounds	F	W	S
Plans and conducts investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate 1-PS4-1			
Makes observations to construct an evidence-based account that objects can be seen only when illuminated 1-PS4-2			
Plans and conducts an investigation to determine the effect of placing objects made with different materials in the path of a beam of light 1-PS4-3			
Uses tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance 1-PS4-4			
Science Process Skills: Engineering and Design	F	W	S
Asks questions, make observations, and gathers information to solve or improve an object K-2-ETS1-1	X		
Space Systems: Cycles and Patterns	F	W	S
Uses observations of the sun, moon, and stars to describe patterns that can be predicted 1-ESS1-1	X		
Makes observations at different times of year to relate the amount of daylight to the time of year 1-ESS1-2	X		
Structure Function and Information Processing	F	W	S
Uses materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs 1-LS1-1			
Reads texts and uses media to determine patterns in behavior of parents and offspring that help offspring survive 1-LS1-2			
Makes observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents 1-LS1-3			

<b>SOCIAL STUDIES (X = Student Participates in Activities)</b>			
<b>History</b>	<b>F</b>	<b>W</b>	<b>S</b>
Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events 1 – H2.0.1	X		
Compare life today with life in the past using the criteria of family, school, jobs, or communication 1 – H2.0.4			
Identifies the events or people celebrated during the US national holidays and why we celebrate them (Independence Day, Memorial Day, etc.) 1-H2.0.7	X		
<b>Geography - World in Spatial Terms</b>	<b>F</b>	<b>W</b>	<b>S</b>
Use components of culture to describe diversity in family life 1 – G4.0.1			
<b>Civics and Government</b>	<b>F</b>	<b>W</b>	<b>S</b>
Explain the need for rules and purposes of rules 1 – C1.0.1	X		
Identifies important symbols for our country and tells why they are important 1.C2.0.2			
Describe some responsibilities people have at home and at school 1 – C5.0.1	X		

<b>PHYSICAL EDUCATION (X = Student Participates in Activities)</b>			
<b>Teamwork Skills</b>	<b>F</b>	<b>W</b>	<b>S</b>
Participation			
Behavior			
Working in groups			
Personal Responsibility			
<b>Physical Education Skills</b>			
Motor skills – run, jump, hop, leap, skip, gallop, etc.			
Manipulative skills – dribble, catch, throw, kick, over/underhand throw, soccer.			
Non-manipulative skills – landing, twisting, fleeing (relay games, hula hoops, jump rope)			
Spatial awareness – directionality, self-control, cooperative play during tag games, parachute.			
Target games – accuracy in goal kick, bean bag toss, basketball dribble, etc.			
<b>Health</b>			
Germes	X		
Friendship			
Safety			
Nutrition			

COMMENTS		
Fall Trimester	Winter Trimester	Spring Trimester
<p>Jane Doe is off to a very strong start.</p> <p>I like that Jane Doe is becoming more confident and sharing more of her ideas during class time.</p> <p>I will look for opportunities to help Jane Doe grow as she becomes ready for more challenging material.</p> <p>One of the things I like best about Jane Doe is that she is a good friend.</p> <p>You are doing a great job! Keep up the good work.</p>	<p>Jane Doe continues to do well academically and socially in school.</p> <p>Jane Doe is strong in English language arts and math. From now until the end of the year Jane Doe and her classmates will take a more focused approach to writing. This is a very important next step in growing as a reader and communicator.</p> <p>Keep up the good work, Jane Doe!</p>	<p>It has been great learning and growing this year. Have a great summer. I look forward to seeing you back as a first grader! ☺</p>