

Student Name: Pupil#: Academic Year: Grade: 01 Current Registration Date:	Teacher: Principal: School: Phone:																				
The topics listed in this progress report show what your student should cover in school this year. Not all topics are emphasized every grading period. When the topic is not emphasized, a mark is not given. A mark reflects the student's achievement during the grading period only. It does NOT indicate your child's performance compared to the end-of-year expectations. If a student has the same mark for two grading periods in a row, it means that the student has made 'normal' progress during the grading period.	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width:15%;">Reporting Period:</th> <th style="width:15%;">1</th> <th style="width:15%;">2</th> <th style="width:15%;">3</th> <th style="width:15%;">4</th> </tr> <tr> <td>Attendance:</td> <td></td><td></td><td></td><td></td> </tr> <tr> <td>Days Absent:</td> <td></td><td></td><td></td><td></td> </tr> <tr> <td>Days Tardy:</td> <td></td><td></td><td></td><td></td> </tr> </table>	Reporting Period:	1	2	3	4	Attendance:					Days Absent:					Days Tardy:				
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	Days Absent:																				
Days Tardy:																					

Key for Academic Performance		
E	= Exceeds	Demonstrates and applies STRONG grade level skills and concepts
M	= Meets	Demonstrates and applies grade level skills and concepts
CM	= Close to meeting	Demonstrates and applies MOST grade level skills and concepts
N	= Does not yet meet	Demonstrates SOME or MINIMAL grade level skills and concepts
NM	= No Mark	Student did not submit enough work to determine a grade for academic performance

Key for Effort and Expectations	
+	= Consistently demonstrates
V	= Often demonstrates
/	= Sometimes demonstrates
--	= Not yet -- Does not yet demonstrate
NE	= No Evidence; no work from student

Reading	1	2	3	4
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Demonstrates understanding that words are made up of sounds by blending and separating sounds in words (e.g., pen has the sounds p-e-n)				
Demonstrates knowledge of grade-level phonics (i.e., sound spelling patterns) to decode words				
Reads 1st grade text accurately				
Reads 1st grade text fluently and with expression				
Reads and understands key details and central message in 1st grade stories				
Reads and understands text features and key details in informational books				
Writing	1	2	3	4
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Writes narratives by telling two or more sequenced events, using details and transition words (e.g., first, next, finally), and writing an ending				
Writes informational pieces by naming a topic, using supportive facts and writing an ending				
Writes opinion pieces by introducing a topic, stating an opinion, supplying a reason, and writing an ending				
Writes a sequence of instructions (i.e., "how to") and writes simple research pieces by participating in shared research				
Adds details to strengthen writing with support from adults and peers				
Writes using punctuation and capitalization appropriate for 1st grade				
Spells 1st grade appropriate words correctly when writing				

Mathematics	1	2	3	4
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Standards for Mathematical Practice				
Makes sense of problems and perseveres in solving them. (e.g. is willing to try another way to solve mathematical problems)				
Reasons abstractly and quantitatively. (e.g. understands that written numbers represent real objects)				
Constructs viable arguments and critiques the reasoning of others. (explains own mathematical thinking and responds to the thinking of others)				
Models with mathematics. (e.g. uses pictures, objects, equations, or words to represent mathematical thinking)				
Uses appropriate tools strategically. (e.g. chooses the best tool, such as estimation or creating a model, for solving mathematical problems)				
Attends to precision. (e.g. uses clear and specific language in mathematical discussions)				
Looks for and makes use of structures. (e.g. recognizes that if 12+3=15, then 3+12=15)				
Looks for and expresses regularity in repeated reasoning. (e.g. notices patterns in counting such as counting by tens)				
Operations and Algebraic Thinking				
Represents and solves problems involving addition and subtraction				
Understands and applies properties of operations of addition and subtraction (e.g. [4+2=2+4], [(4+3)+7=4+(3+7)], [3-0=3])				
Understands the relationship between addition and subtraction				
Is accurate and fluent with addition facts through 10				
Is accurate and fluent with subtraction facts through 10				
Uses strategies to add and subtract within 20 (e.g. counting on, finding groups of 10)				
Works with addition and subtraction equations (e.g. [5+2= ___+3], 6= ___ - 3])				

Language	1	2	3	4
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Uses and demonstrates knowledge of 1st grade vocabulary (including definitions, categories, and descriptions) when reading, writing, and speaking				
Is able to write and speak using standard English grammar for 1st grade				
Speaking & Listening				
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Participates in partner and group conversations about 1st grade topics				
Science	1	2	3	4
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Uses process skills in scientific inquiry				
Explores simple investigations by asking questions				
Measures, observes and collects data				
Social Science	1	2	3	4
OVERALL ACADEMIC PERFORMANCE				
OVERALL EFFORT				
Understands relationships of people in families				
Explores the family traditions of various cultural groups				
Technology	1	2	3	4
OVERALL EFFORT				
Demonstrates proficiency in the use of technological tools and devices				
Selects and uses technology to enhance learning and problem solving				
Health	1	2	3	4
OVERALL EFFORT				
Understands age appropriate health concepts				
Demonstrates age appropriate health skills				
Physical Education	1	2	3	4
OVERALL EFFORT				
Demonstrates basic skills				
Uses movement vocabulary (e.g., gallop, dribble, balance)				
Participates in a positive manner (e.g., sportsmanship, teamwork, follows rules)				

Mathematics - continued	1	2	3	4
Number and Operations in Base Ten				
Counts to 120 beginning at any number less than 120				
Understands and uses place value (tens, ones) to solve problems				
Mentally finds 10 more or less than any two-digit number				
Measurement and Data				
Orders three objects by length				
Measures an object using non-standard units (e.g. cubes, pencils, fingers)				
Tells and writes time in hours and half-hours				
Organizes, represents, and interprets data				
Geometry				
Knows the difference between the defining attributes (e.g. 3 sides on a triangle) and non-defining attributes (e.g. color) for shapes				
Creates new two and three dimensional shapes from other shapes (e.g. 2 cubes make a rectangular prism)				
Breaks circles and rectangles into two and four equal shares and describes using words (e.g. halves, fourths, quarters)				
ESL-English Language Development	1	2	3	4
Listening				
OVERALL EFFORT				
Making progress towards moving up a language proficiency level				
Speaking				
OVERALL EFFORT				
Making progress towards moving up a language proficiency level				
Reading				
OVERALL EFFORT				
Making progress towards moving up a language proficiency level				
Writing				
OVERALL EFFORT				
Making progress towards moving up a language proficiency level				

The Arts	1	2	3	4
OVERALL EFFORT				
Music				
Participates appropriately and demonstrates consistent effort				
Creates and performs music				
Reads and follows musical notation				
Demonstrates increasing understanding of the basic elements of music				
Visual Arts				
OVERALL EFFORT				
Refines and completes works of art				
Creates through appropriate use of tools, techniques, and studio space				
Responds and finds meaning when viewing works of art				
Dance				
Performs & creates circles, lines in formations				
Theatre				
Performs characters through movement & voice				
Characteristics of a Successful Learner	1	2	3	4
WORK HABITS: is organized; manages time and materials; stays with task; completes school work				
HOMEWORK: completes and returns homework on time				
ATTENTIVE: listens well and follows directions				
RESOURCEFUL: solves problems; seeks help appropriately; finds ways to support own learning; seeks new opportunities				
REFLECTIVE: thinks and asks questions; provides reasons for opinions; evaluates own progress				
COOPERATIVE: works and interacts well with others; gets along with and supports other children; contributes to group efforts and class				
RESPONSIBLE: respects others, rules, authority and property; accepts responsibility for own behavior				

World Languages	1	2	3	4
OVERALL EFFORT				
Makes an effort to communicate				
Participates in world language activities				
World Languages -- Immersion	1	2	3	4
NOTE: This section applies to students in the immersion program only				
OVERALL EFFORT				
Listening				
Comprehends messages to gain information, engages in conversations, and responds to a variety of verbal and non-verbal cues				
Speaking				
Requests and conveys information, expresses ideas and accomplishes tasks				
Reading				
Reads silently and aloud with comprehension for a variety of purposes				
Writing				
Writes information, messages and ideas for a variety of purposes				
Reproduces symbols of language so writing is understood by others				

Student Name:
Pupil#:

Comments - 1st Reporting Term:

Comments - 2nd Reporting Term:

Comments - 3rd Reporting Term:

Comments - 4th Reporting Term:

School Message: