

Student:

Quarter 1 2 3 4				
<b>Characteristics that Support Learning</b>				
Strives for personal best				
Is a self-directed learner				
Works cooperatively with others				
Accepts responsibility for own actions				
Respectful of rights, opinions and property of others				
Demonstrates perseverance				
Demonstrates self-control				
Uses time wisely				
Demonstrates organizational skills				
Completes classwork/homework				
<b>READING</b>				
Reads on-level text with accuracy and fluency (literature and informational)				
<b>Literature Text</b>				
Asks and answers questions about key ideas, details, and words				
Retells stories, including details and central message/lesson				
<b>Informational Texts</b>				
Asks and answers questions about key ideas, details, words, and texts				
Identifies the main topic and retells key details of a text				
<b>Phonics and Vocabulary</b>				
Blends, isolates and segments words by individual sounds				
Shows understanding of short vowel sounds				
Shows understanding of long vowel sounds				
Decodes words with vowel teams and final –e				
Decodes words with consonant digraphs				
Decodes words with endings (s, ing, ed)				
Recognizes and reads grade-appropriate sight words				
Determines/clarifies meaning of unknown and multiple-meaning words				

<b>Speaking and Listening</b>				
Participates in collaborative conversations with peers and adults about grade level topics and texts				
Speaks clearly and expresses thoughts, feelings, ideas and includes details				
<b>WRITING</b>				
Composes opinion pieces of writing including an opinion, reasons and closure				
Composes informative/explanatory texts naming topic, facts and closure				
Composes narrative texts recounting sequenced events including details and closure				
Participates in shared research and writing projects				
Responds to peer/adult suggestions and adds details				
Uses correct grammar and parts of speech when writing and speaking				
Uses conventions of writing (capitalization, end punctuation, commas)				
Spells words with common spelling patterns and sight words				
<b>MATHEMATICS</b>				
Represents and solves problems involving addition and subtraction				
Understands and applies properties of operations and the relationship between addition and subtraction				
Adds and subtracts within 20				
Extends the counting sequence to 120				
Works with addition and subtraction equations				
Understands place value				
Uses place value understanding and properties of operations to add and subtract				
Measures lengths indirectly and by iterating length units				
Tells and writes time				
Represents and interprets data				
Reasons with shapes and their attributes				

<b>SOCIAL STUDIES</b>				
Social Studies academic content (Social Studies standards are also integrated into Reading and Writing Standards)				
<b>SCIENCE</b>				
Science academic content (Science standards are also integrated into Reading and Writing Standards)				
<b>SPECIALS</b>				
<b>Art</b>				
Applies and maintains appropriate behaviors that promote effective personal and social interactions in classroom activities				
Understands elements and principles of art and uses a variety of media, techniques, and processes to produce projects or products				
<b>Physical Education</b>				
Applies and maintains appropriate behaviors that promote effective personal and social interactions in classroom activities				
Demonstrates proficiency and achievement of concepts, skills and applications of movement				
<b>Music</b>				
Applies and maintains appropriate behaviors that promote effective personal and social interactions in classroom activities				
Applies music knowledge, skills, techniques and processes				
<b>ATTENDANCE</b>				
Days Absent				
Days Tardy				

## Standards-Based Report Cards

This report card is based on a specific set of standards for this grade level that students need to meet by the end of the school year. Student progress and performance must be viewed on a learning continuum. The goal is for students to achieve Proficiency (3) by the end of the school year. A student does not achieve this level until all parts of the standard have been met with proficiency. The marking for each quarter reflects the progress the student has made toward proficiency of each of the standards.

## Explanation of Academic Indicators

**3 = Proficient** - Student demonstrates solid, acceptable achievement of the standard(s).  
**2 = Developing** – Student is making progress toward acceptable achievement of the standard(s), or not all parts of the standard have been taught and assessed.  
**1 = Needs Support** - Student requires more time and experiences; shows limited achievement of the standard(s).  
**X = Standard Not Assessed**  
**\* = Insufficient Evidence**

## Explanation of Characteristics that Support Learning

**++ = Consistently Demonstrates**  
**+ = Developing**  
**- = Improvement Needed**

## Quarter 1

Teacher Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

## Quarter 2

Teacher Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

## Quarter 3

Teacher Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

## Quarter 4

Teacher Signature \_\_\_\_\_

Teacher Signature \_\_\_\_\_

## Scottsdale Unified School District

7575 E. Main Street,  
Scottsdale, Arizona 85251

Elementary Standards Based Report Card

## First Grade

The purpose of this report card is to communicate with parents and students about each child's progress relative to characteristics that support learning and specific year-end grade level standards.

Student:

Teacher:

School: