Issaquah School District
Elementary Report Card
Parent/Guardian First Grade Reference Guide

This scoring guide represents academic expectations for year end. Reporting each trimester reflects student progress toward the end-of-year standards.

Scoring Key for Behaviors that Promote Learning	
C	Consistently
O	Often
S	Sometimes
R	Rarely
M	Modified Expectations

Scoring Key for Academic Performance	
4 **Exceeds Standard**	• Demonstrates exceptional skill/concept development • Applies learning to other subject areas independently
3 **Meets Standard**	• Demonstrates skill/concept development appropriate for the grade level • Applies learning to other subject areas with guidance
2 **Approaches Standard**	• Demonstrates skill/concept development that is below the grade level expectations • Requires extra time, support, and/or practice
1 **Well-below Standard**	• Demonstrates skill/concept development that is significantly below the grade level expectations • Requires extended time, support, and/or practice
NA **Not Assessed**	• Not assessed this trimester
M **Modified Expectation**	• In areas where a student's score is based on a modified expectation, the score will appear as an "M"
ELP **English Language Proficiency***	• Indication of student's language skills in speaking, listening, reading, and writing

* Please refer to the last page of this document for Exceptional Learner and ELL grading protocol.

Respect
- Follows school rules and expectations
- Listens with empathy
- Uses kind actions and words
- Recognizes and shows consideration for the rights and feelings of others

Responsibility
- Follows directions
- Is accountable; stays focused on task
- Demonstrates organizational skills
- Manages time wisely and completes assigned work on time

Collaboration
- Contributes responsibly in partner and group settings
- Respects and considers different opinions and ideas

Persistence
- Is able to continue when faced with a challenge; does not give up easily
- Accurately monitors own effort toward learning goals; reflects on progress

Flexibility
- Adapts positively to new or different situations and ideas
- Makes transitions efficiently

Problem Solving
- Tries a variety of approaches, strategies, or alternatives
- Independently considers options and attempts solutions

Speaking and Listening
- Actively listens
- Participates in collaborative conversations; shares ideas
- Takes responsible risks in sharing learning

Reads Grade Level Text
- Reads and comprehends text accurately

Comprehension
- Key Ideas and Details
    - Asks and answers questions
    - Identifies main idea(s)
    - Retells familiar stories with details
    - Describes characters, settings, and events
    - Makes connections with text
- Craft and Structure
    - Learns new descriptive vocabulary words
    - Asks and answers questions to understand the meanings of words
    - Identifies differences between types of texts (fiction and nonfiction)
    - Uses text features to locate information (headings, tables of contents, glossaries, icons, etc.)
    - Identifies author's purpose
- Integration
    - Uses the illustrations and details in a text to describe ideas
    - Identifies how authors use reasoning to support their points
    - Compares and contrasts characters, events, and topics
    - Understands organization and basic features of print

Phonics Skills
- Understands features of print (sentence structure, punctuation)
- Identifies and blends sounds in reading and speaking
- Reads grade-level appropriate high-frequency words (commonly used words)

Production and distribution of a variety of text types: Narrative, Informational, Opinion
Structure
- Writes narratives recounting events, using details to describe and elaborate
- Writes informative texts introducing topic and using facts and definitions to develop points
- Writes opinion pieces introducing topic and stating reasons to support opinion
- Provides closure
- Uses leads, transitions and organization

Development
- Uses labels and words to give details
- Uses labels and words to give facts
- Elaborates on ideas

Language Conventions
- Uses grade appropriate grammar and conventions in writing

Content

- **Operations and Algebraic Thinking**
  - Represents and solves problems involving addition and subtraction
  - Understands and applies properties of operations and the relationships between addition and subtraction
  - Adds and subtracts within 20
  - Works with addition and subtraction equations
- **Number and Operations in Base Ten**
  - Extends the counting sequence
  - Understands place value
  - Uses place value understanding and properties of operations to add and subtract
- **Measurement and Data**
  - Measures lengths indirectly and by iterating length units
  - Tells and writes time
  - Represents and interprets data
- **Geometry**
  - Reasons with shapes and their attributes

Practices

- Makes sense of problems and perseveres in solving them
- Reasons abstractly and quantitatively
- Constructs viable arguments and critiques the reasoning of others
- Models with mathematics
- Uses appropriate tools strategically
- Attends to precision
- Looks for and makes use of structure
- Looks for and expresses regularity in repeated reasoning

First Grade
Science

Understands and applies skills and concepts related to scientific principles from among the following content areas:

- Physical Science: Motion and Magnets
- Earth and Space Science: Observing the Sun and Moon
- Life Science: Habitats; Classifying Plants and Animals

First Grade
Social Studies

Understands and applies skills and concepts related to social studies from among the following content areas:

- Groups and Rules
- Families
- Wants and Needs
- Map Skills

First Grade
Music

Demonstrates behaviors that promote learning
- Stays on task
- Follows directions
- Contributes positively

Demonstrates skills and concepts
- Sings
- Performs with instruments
- Reads and notates music
- Composes and improvises
- Listens, analyzes, and describes music

First Grade
Health and Fitness

Demonstrates behaviors that promote learning
- Respects the rights and feelings of others
- Actively listens and follows directions
- Stays on task
- Contributes positively

Demonstrates skills and concepts related to health and fitness from among the following content areas:
- Recognizes and demonstrates mature form in
    - Locomotor (i.e. walk, jog, run, hop, jump, gallop, slide)
    - Non-locomotor (i.e. bend, twist, stretch, push, pull)
    - Uses manipulatives alone and with a partner (i.e. rolling, tossing, throwing over/underhand)
    - Balance and rhythm
- Demonstrates movement concepts
    - Personal/general space
    - Pathways (i.e. zig-zag, curve, straight)
    - Directions (i.e. forward, backward, diagonal, sideways)
    - Levels (i.e. high, medium, low)
    - Moves safely in a variety of activities
    - Game strategies
- Recognizes basic fitness vocabulary
    - Physical activities, heart, lungs, heartbeat, breath, muscles
- Understands skills and concepts related to health
    - Nutrition and the body

The term "exceptional learner" is defined to include students who are English learners, those who have disabilities (IEP or 504), and those needing/receiving intensive instruction on any critical skill.

The district report card for an exceptional learner will be prepared by the student's general education teacher with input from the special education teacher. The IEP progress report will be prepared by the special education teacher and sent home at the same time as the general education report card.

An "M" designation on the report card signifies that a modified expectation for the standard was used for a student in a particular area and will accompany the numeric notation on the report card.

- o FOR BEHAVIORS that PROMOTE LEARNING – For any student who requires modified expectations in the areas of behavior or social emotional learning the following should apply:
    - An "M" will be used on the report card in the "Behaviors that Promote Learning" section of the report card to indicate that the student's grade in this area is based on modified expectations.
    - A "C" or an "O" could be used in any area if the student exhibits behaviors that are "consistent/often similar to grade level standards.
    - If the student does not struggle in the areas of Behavior or Social the general education scoring key will be used: "C," "O," "S," or "R."

- o FOR ACADEMIC PERFORMANCE AREAS – The general education teacher and any applicable intervention teacher(s) will collaborate to determine the appropriateness of using an "M" for each exceptional learner. A number will not be used with the "M" designation, but rather the associated comment will provide detail.
    - An "M" will be used to indicate that the student's grade in this area is based on **modified expectations for the standard**
    - If using the "M" designation on the standard, the teacher will choose an associated comment from the comment bank. The general comment reads "Grade is based on modified expectations." There are also specific comments that can be used which read "Grade based on K standard," "Grade based on 1st grade standard," etc.

Elementary Grading Information for Parents:
English Language Learners

The district report card for a student in the ELL program will be prepared by the student's general education teacher with input from the ELL teacher or ELL Educational Assistant. Your child may receive an ELP (English Language Proficiency) grade in content subject areas. An ELP score may be given instead of a 1 or 2. However, if your student is meeting standards, he/she will be given a 3 or 4 on their report card. An ELP grade means your student is working on their English language skills in that area and their learning is impacted by their English language development. The ELP comments explain what your child is able to do in each area.