Elementary Standards-Based Report Card

First Grade

www.parkhill.k12.mo.us

Check out the Park Hill School District website for a complete set of scoring guides and to search district curriculum.
Frequently Asked Questions

What is a standards-based reporting system?
The standards-based reporting system is different from a traditional A, B, C system. It is based on a specific set of standards that students need to meet for each grade level. Marks are not a comparison of one student to another but rather a way to measure how well students are doing on grade-level standards. This helps all students strive to meet high expectations.

Why are we using a standards-based report card?
Park Hill School District made its last major revision to the report card in the mid-1980s. Since that time, there have been changes in the district curriculum standards, the addition of the Missouri Show-Me Standards and the state Grade Level Expectations.

Based on research, the Park Hill School District decided to implement a standards-based reporting system for the following reasons:

- A standards-based report card identifies essential standards that are to be learned at each grade level.
- It provides students, parents and teachers with an accurate report of progress towards meeting each standard.

What will this do for my child?

- Your child will know what is expected in his or her learning.
- Teachers across the district will have the same understanding of what each child should know and be able to do at each grade level.
- You, as a parent, will understand the expectations and be able to provide support at home.

Marking System

The marking system shows how your student’s performance compares to clearly defined grade-level standards and criteria. The grade-level standards and criteria are based on the Missouri Learning Standards.

4.0 The student makes in-depth inferences or applications that go beyond level 3.0.

3.5 In addition to 3.0 performance, the student in-depth inferences and application with partial success.

3.0 The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).

2.5 The student has no major errors or gaps in 2.0 content and partial knowledge in 3.0 content.

2.0 The student exhibits no major errors or gaps in simpler details and processes.

1.5 The student has partial understanding of the 2.0 content with major errors or gaps in 3.0 content.

1.0 With help, the student has a partial understanding of the 2.0 content and some of the 3.0 content.

0.5 With help, the student has a partial understanding of the 2.0 content and none of the 3.0 content.

0.0 Even with help, the student has no understanding or skill demonstrated.

For More Information:
Check out Robert Marzano’s books, “Transforming Classroom Grading,” “Classroom Assessment and Grading that Work,” “Making Standards Useful in the Classroom,” “Designing and Teaching Learning Goals and Objectives” and “Formative Assessment and Standards-Based Grading.”
**FIRST GRADE**

**Reporting Topics & Descriptions**

### English Language Arts

**Phonological Awareness: Blending and Segmenting**
- Blend sounds to form words; take apart words to produce individual sounds

**Phonics**
- Apply decoding strategies to read unknown words

**Fluency**
- Read with sufficient accuracy and fluency to support comprehension; read irregularly spelled words

**Theme and Central Ideas**
- Identify topic, main idea and key details; demonstrate understanding of central message or theme

**Story Elements**
- Use illustrations and details in stories to describe characters/settings/events

**Questioning, Inferring and Interpreting**
- Ask and answer questions about key details; determine meaning of words and phrases by asking and answering questions

**Text Features and Structure**
- Explain the difference between literature and informational text; use text features to find information

**Word Impact and Use**
- Identify words and phrases that suggest feelings, distinguish shades of meaning among verbs and adjectives

**Points of View and Purpose**
- Identify who is telling the story at various points

**Compare and Contrast**
- Describe connections between individuals, events, pieces of information, or ideas

**Listening Comprehension and Collaboration**
- Respond to the comments of others; ask and answer questions about key details

**Presentation and Delivery**
- Describe people, places, things and events using details

**Grammar and Usage**
- Use common, proper and possessive nouns, pronouns, adjectives, conjunctions and prepositions

**Capitalization, Punctuation and Spelling**
- Capitalize dates and names of people; use commas and ending punctuation; use conventional spelling; spell uncommon words phonetically

**Word Relationships**
- Sort words into categories; define words by category, identify connections between words and their use

**Word Origins and Roots**
- Use affixes as a clue to the meaning of a word; identify root words

**Context Clues**
- Use context to confirm or self-correct

**Opinion/Argument**
- Compose opinion pieces

**Informative/Explanatory Writing**
- Compose informative/explanatory pieces

**Narrative**
- Compose narrative pieces

**Production and Distribution of Writing**
- Revise writing; publish writing using a variety of tools

**Conduct Research**
- Participate in shared research and writing projects

**Participation**
- Assignments and work completion

**Behavior**
- Working in groups

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### Mathematics

**Properties of Addition and Subtraction**
- Apply properties of operations for adding and subtracting for sums to 20

**Fluent Computation to Add and Subtract**
- Fluently add and subtract within 10; determine unknown whole number in equations

**Representing and Solving Problems**
- Use addition and subtraction within 20 to solve word problems

**Place Value**
- Understand and demonstrate that the two digits of a two-digit number represent amounts of tens and ones

**Extending the Counting Sequence**
- Read and write whole numbers up to 120; represent a number of objects with a written numeral

**Place Value Strategies to Add and Subtract**
- Add within 100 using models/drawings and place value strategies; mentally find 10 more or 10 less of a 2-digit number

**Compose Shapes**
- Compose two and three-dimensional shapes

**Fractions of Shapes**
- Partition circles and rectangles into two and four equal shares and describe using academic language

**Time**
- Tell and write time in hours and half-hours using analog and digital clocks; draw hands on a clock to show given time to half hour

**Money**
- State the value of each of the coins

**Linear Measurement**
- Express the length of an object as a whole number of units

**Representing and Interpreting Data**
- Represent and interpret data with up to three categories; ask and answer questions about data

**Participation**
- Assignments and work completion

**Behavior**
- Working in groups

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Reporting topics continued on back page.
Science

Properties of Objects
- Use an equal-arm balance to measure three or more objects and order them according to mass

Forms of Energy
- Compare the temperature of hot and cold objects using a thermometer; describe the change in temperature of an object as warmer or cooler

Motion of Objects
- Describe an object’s motion; compare the speed; describe ways to change the motion of an object

Types of Forces
- Describe the force (push or pull) required to do work

Plants and Animals
- Describe the relationship between the physical parts of plants and animals and how those parts help them survive; describe basic needs of plants and animals; sort plants and animals by their differences

Ecosystems
- Describe ways humans depend on plants and animals for food, clothing and shelter

Atmosphere, Weather and Climate
- Compare temperatures in different locations; compare weather data observed at different times throughout the year

Human Impact on the Earth
- Observe and describe ways water, both as a solid and a liquid, is used in everyday activities

Developing Investigations
- Pose questions; plans and conduct experiments to answer the questions

Conducting Investigations
- Make observations using the five senses; make observations using simple tools and equipment; measure length, mass and temperature using standard measurements; compare amounts/measurements

Evaluating and Analyzing Results
- Use observations to explain and describe relationships and patterns in an experiment

Communicating Results
- Communicate simple procedures and results of an experiment (oral presentations, drawings, maps, graphs)

Technology
- Describe how tools have helped scientists (magnifiers, balances, thermometers)

Social Studies

Civil and Criminal Legal Systems (Laws and Rules)
- Explain how laws and rules are made and changed to promote the common good; propose peaceful resolutions to a conflict; describe how authoritative decisions are made, enforced and interpreted within the school

Symbols of the United States
- Recognize and explain the significance of Statue of Liberty, nation’s capitol and White House

Rights, Responsibilities and Participation in the Political Process
- Identify and explain rights and responsibilities of citizens; examine how individual rights are protected

Economic Concepts
- Describe examples of goods and services; describe the relationship between consumers and producers

Use of Maps and Measurement Tools
- Use a compass rose to identify cardinal directions (north, south, east, west); locate a place by pointing it out on a map and describing its relative location

Social Science Inquiry
- Describe artifacts and their purpose

Visual, Graphic and Auditory Aids
- Describe the difference between a globe and a map

Library and Media Resources
- Identify and use sources (diaries, journals, letters, photos, people, interviews); use library and media resources (videos, electronic resources, books and periodicals)

Significant Individuals and Events
- Describe the contributions of non-Missourians (George Washington and Abraham Lincoln)

Participation
Assignments and work completion
Behavior
Working in groups

Art
- Demonstrate the ability to use different media and techniques
- Demonstrate the use of the elements of art: line, color, texture, shape, space and form

Music
- Demonstrate an understanding of the elements of music: rhythm, melody, form, expressive qualities, harmony/texture and timbre
- Demonstrate an understanding of various time periods, composers, cultures and styles
- Demonstrate appropriate performance/rehearsal skills and etiquette

Physical Education
- Foundations of physical education
- Fitness principles
- Fundamental movement skills
- Sportsmanlike conduct