



## MORRIS SCHOOL DISTRICT

### K-5 REPORT CARD

**Student: Charlotte Bronte**

**Grade: 1**

**Teacher: Mrs. Tibbs**

**Attendance: Present 180 Absent: 0 Tardy: 4**

**Date: February 14, 2010**

#### COMMUNICATING STUDENT PROGRESS

##### Keys to Success:

The report card is one form of communication between school and home. Each child will have a very different profile which reflects his or her uniqueness. All children will not show the same progress in each category. Developmental learning is affected by the age and maturity level of the child, his or her out of school experiences, as well as classroom learning. At the second through fifth grades it is a collaborative evaluation in that the student's self-reflection is a key component along with the teacher's narrative profile.

Children in the Morris School District progress along continuums in a child-centered, developmentally appropriate, non-comparative, non-competitive environment. This individualized progress report indicates your child's place along the reading and writing continuums, as well as his/her achievement in developing math knowledge, skills and concepts. The school community promotes academic excellence by empowering children to set and achieve high standards, develop problem solving skills, be self-reflective, make responsible decisions and become life long learners. Parents/guardians are encouraged to be education partners by responding in writing to your child's progress report.

##### Learning Continuum:

Children may exhibit characteristics from more than one stage on the continuum. Your child exhibits a majority of the characteristics in the area(s) checked on the reverse side of this page. The level to which the child exhibits these characteristics is noted by the use of a key:

*I*- Independently uses skill

*P*- Progressing and developing

*E*- Experiencing difficulty



## READING CONTINUUM



## WRITING CONTINUUM

<input type="checkbox"/> Readiness	<input type="checkbox"/> Pre-conventional	<input type="checkbox"/> Early Emergent	<input type="checkbox"/> Emergent	<input type="checkbox"/> Beginning	<input type="checkbox"/> Early Developing	<input type="checkbox"/> Developing	<input type="checkbox"/> Bridging	<input type="checkbox"/> Expanding	<input type="checkbox"/> Fluent		<input type="checkbox"/> Readiness	<input type="checkbox"/> Pre-conventional	<input type="checkbox"/> Early Emergent	<input type="checkbox"/> Emergent	<input type="checkbox"/> Beginning	<input type="checkbox"/> Early Developing	<input type="checkbox"/> Developing	<input type="checkbox"/> Bridging	<input type="checkbox"/> Expanding	<input type="checkbox"/> Fluent
<p style="text-align: center;"><b><u>EMERGENT</u></b></p> <p>___ Retells Emergent text w/beginning, middle and end</p> <p>___ Reads Emergent fiction and nonfiction independently</p> <p>___ Uses text to gain meaning (semantics)</p> <p>___ Uses sentence structure to help read (syntax)</p> <p>___ Reads with fluency</p> <p style="text-align: center;"><b>√ Skills and strategies observed</b></p> <p>___ Listens and explores questions related to a topic of interest</p> <p>___ Sequences letters alphabetically</p> <p>___ Uses short vowel patterns</p> <p>___ Uses long vowel patterns</p> <p>___ Uses initial blends and digraphs</p> <p>___ Has Emergent sight vocabulary</p> <p>___ Increases interest in various genres</p> <p>___ Begins to read and follow directions</p> <p>___ Uses end marks (?!)</p> <p>___ Engages in 10 minutes of uninterrupted silent reading</p> <p>___ Decodes words using simple inflecting endings (s, ed, ing)</p> <p>___ Makes predictions and conclusions based on text</p> <p>___ Connects books to own experiences</p> <p>___ Chooses to read independently when given options</p> <p>___ Identifies main characters</p> <p>___ Identifies main idea and setting</p> <p style="text-align: center;">INSTRUCTIONAL LEVEL GRADE 1</p>										<p style="text-align: center;"><b><u>EARLY EMERGENT</u></b></p> <p>___ Writes all capital and lowercase letters from memory</p> <p>___ Reads own writing</p> <p>___ Leaves spaces between words</p> <p>___ Produces finished writing to share and/or publish</p> <p>___ Organizes ideas in logical sequence</p> <p>___ Writes story with beginning, middle &amp; end</p> <p>___ Creates personal writing folder of written work</p> <p>___ Stays focused on topic</p> <p style="text-align: center;"><b>√ Skills and strategies observed</b></p> <p>___ Uses capital letters to begin sentences (I and names) and lowercase for the rest.</p> <p>___ Uses resources to assist in spelling (charts, lists, etc)</p> <p>___ Represents most initial sounds</p> <p>___ Represents most final sounds</p> <p>___ Represents most sounds (beginning, middle &amp; end)</p> <p>___ Shares written work with class</p> <p>___ Holds pencils correctly</p> <p>___ Begins to use end punctuation</p> <p>___ Begins to mimic an author's patterns</p> <p style="text-align: center;">INSTRUCTIONAL LEVEL KINDER - GRADE 1</p>										



## 1<sup>st</sup> GRADE MATHEMATICS PROGRESS REPORT



NAME \_\_\_\_\_

**KEY**  
√- Consistently demonstrates

<i>Feb</i>	<i>June</i>	<b>Number Sense and Numerical Operations</b>
		Counts 0-100
		Counts 100-200
		Counts backwards from 20 to 0
		Skip counts by 2s to 100
		Skip counts by 5s to 100
		Skip counts by 10s to 100
		Reads and writes numbers 0-50
		Reads and writes numbers 50-100
		Reads and writes numbers 100-200
		Adds and subtracts to 10
		Adds and subtracts to 20
		Tells and writes number before and after a given number
		Identifies even and odd numbers
		Identifies and tells values of coins (penny, nickel, dime, quarter)
		Adds combinations of dimes, nickels and pennies
		Adds and subtracts multiples of 10
		Continues and develops visual and one less/one more patterns
		Determines place value in 2-digit numbers
		Solves simple number stories
		Reads and writes number sentences using -, +, = signs
		Compares and orders whole numbers up to 100

<i>Feb</i>	<i>June</i>	<b>Measurement</b>
		Reads and writes time to the hour
		Reads and writes time to the 1/2 hour
		Uses and understands measurement (inches and centimeters with a ruler and tape measure)
		<b>Exploring Data</b>
		Uses tally marks to record data
		Creates and interprets picture and bar graphs
		Recites telephone number
		Recites address
		<b>Geometric Shapes</b>
		Recognizes equal parts of a whole
		Identifies two and three dimensional geometric shapes

# GRADES K-2 PROGRESS REPORT

STUDENT \_\_\_\_\_

## ASSESSMENT KEY

I – Independently uses skill  
 P – Progressing and developing  
 E – Experiencing difficulty

Feb June

	Feb	June
<b>LISTENING/SPEAKING</b>		
Listens for enjoyment		
Listens carefully to and follows directions		
Demonstrates active listening skills		
Responds to peer presentations		
Participates in discussions		
Consistently communicates meaningful ideas to the group		
Uses complete sentences when speaking		
Clearly expresses ideas		
<b>SOCIAL AND EMOTIONAL DEVELOPMENT</b>		
Accepts responsibility for choices		
Exhibits willingness to try new tasks; is a risk-taker		
Makes positive statements about self and his/her accomplishments		
Exhibits self-control and shares feelings appropriately		
Interacts with peers and adults appropriately, exhibiting respect, courtesy and good manners		
Exhibits a willingness to help others		
Shows concern for others' feelings		
Accepts guidance and tries to improve		
Respects personal and school property		
Independently follows school and class routines		
Thinks independently and solves own problems		
<b>WORK STUDY HABITS</b>		
Displays effort		
Takes pride in work		
Completes class work within an appropriate time frame		
Takes responsibility for completing homework assignments completing them regularly		
Independently chooses a variety of learning options		
Keeps work and materials organized		
Works well independently to accomplish goals		
Works cooperatively in a group		
Takes pride in the presentation of neat and organized work		
Participates in classroom activities		

Feb June

	Feb	June
<b>SCIENCE Grades K-2</b>		
Participates in activities and experiments		
Demonstrates understanding of science concepts		
Exhibits good conduct		
Follows directions		

	Feb	June
<b>PHYSICAL EDUCATION/HEALTH Grades K-2</b>		
Demonstrates age appropriate movement skills		
Engages in fitness enhancing activities		
Demonstrates understanding of health concepts		
Demonstrates positive behaviors		

	Feb	June
<b>ART Grades K-2</b>		
Uses materials and employs techniques appropriately		
Understands the concepts of art		
Completes class work in an appropriate time frame		
Shows effort		
Listens to and follows directions		

	Feb	June
<b>VOCAL MUSIC Grades K-2</b>		
Performs age appropriate rhythms accurately		
Matches pitch consistently		
Applies musical skills and knowledge		
Actively participates in musical activities		
Exhibits good conduct		

	Feb	June
<b>MEDIA LITERACY Grades K-2</b>		
Takes proper care of books, materials and the media center		
Locates appropriate materials in the media center		
Recognizes a variety of fiction and nonfiction materials		
Locates title, author and parts of the book		
Properly uses mouse, keyboard, and basic computer vocabulary		
Aware of safe Internet usage		
Listens attentively		



STUDENT NAME: \_\_\_\_\_

**REPORT CARD COMMENTS**

**Narrative based on positive growth seen this year (Reading, Writing, Math, Social and Emotional)**

**GOALS (Drawn specifically from the continuum and other report card aspects )**

**Teacher signature** \_\_\_\_\_

-----Tear here-----

**PARENT COMMENT(s)** – [Please *sign and return this section of the page only to your child's homeroom teacher*]

**Parent signature** \_\_\_\_\_