

# Cleveland Heights-University Heights City School District

## Pupil Progress Report - First Grade

Student Doe, Jane

School Sample Report Card

Teacher \_\_\_\_\_

Year 2008-09

<b>Attendance</b>	Trimester	1	2	3	Total
	Absent				
	Tardy				

<b>Individual &amp; Social Development</b>	1	2	3	<b>Work Habits</b>	1	2	3
Demonstrates confidence in learning				Completes work on time			
Resolves conflicts peacefully				Turns in homework			
Respects persons of authority				Produces neat work			
Works well with groups				Checks work carefully			
Respects property and rights of others				Responsible for own belongings			
Practices self-control				Follows directions			
Assumes responsibility for behavior				Organizes materials			
Follows school/classroom rules & directions				Works independently			
Accepts constructive suggestions				Listens attentively			
Asks for help after independent attempts				Participates in lessons			

*Grade Level Expectations Key:*  
 + - Exceeds      \* - Meets      X - Needs Improvement

<b>Specials</b>						<i>Keys:</i>		
<i>Trimester</i>	<i>Achievement</i>	<i>Effort</i>	<i>Achievement</i>	<i>Effort</i>	<i>Achievement</i>	<i>Effort</i>	<i>Achievement</i>	<i>Effort</i>
<b>Art</b>	1	2	1	2	3	1	2	3
<b>Music</b>								
<b>Physical Education</b>								

*O - Outstanding*      *T - Superior Effort*  
*S - Satisfactory*      *2 - Expected Effort*  
*N - Needs Improvement*      *3 - Insufficient Effort*

<b>A CHECK (✓) INDICATES PROGRESS MADE TOWARD PROMOTION</b>							
<p style="text-align: center;"><i>Trimester</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;"><b>2</b></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table> <p style="text-align: center; margin-top: 10px;"><i>Probable</i></p> <p style="text-align: center; margin-top: 10px;"><i>Questionable</i></p>	<b>1</b>	<b>2</b>					<p style="text-align: center; margin-top: 20px;"><i>It is recommended that this student be assigned to grade</i> _____</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p style="text-align: center;"><i>TeacherName</i> _____ <span style="float: right;"><i>Date</i> _____</span></p>
<b>1</b>	<b>2</b>						

**ENGLISH LANGUAGE ARTS**

The numbers on the Reading Stages of Development Scale represent your child's progress at the 1st, 2nd and 3rd trimesters.

READING STAGES OF DEVELOPMENT	Getting Ready	Emergent (AB)	Early (CD-HI)	Transitional (J-KL)	Self-Extending (MN-QRS)	Advanced (TUV-WXYZ)
Grading Period:						

*1st Grade Range*

Trimester

**GRADE LEVEL EXPECTATIONS**

+ Exceeds \* Meets X Needs Improvement / Not assessed at this time

<b>1</b>	<b>2</b>	<b>3</b>
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			1	2	3	
<b>Phonemic Awareness, Word Recognition and Fluency</b>						
						Uses strategies to sound out words
						Adds, deletes, segments and blends spoken sounds
						Reads and retains grade level sight words
						Reads with expression showing recognition of punctuation and understanding of meaning
<b>Acquisition of Vocabulary</b>						
						Demonstrates understanding of synonyms, homonyms, antonyms, contractions, abbreviations and compound words
						Uses knowledge of word order, sounds and context clues to identify and define unknown words while reading
						Reads root words and their inflectional endings (e.g., walk, walked, walking)
<b>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>						
						Makes logical predictions using text and prior experience
						Answers literal, simple inferential and evaluative questions to demonstrate comprehension
						Creates and uses graphic organizers (e.g. Venn diagrams, lists, webs) to demonstrate comprehension
<b>Reading Applications: Informational, Technical and Persuasive Text</b>						
						Able to sequence events in order
						Able to identify the main theme (central idea) and details
						Uses charts, graphs, maps and text features to comprehend
						Follows written directions with more than one step
<b>Reading Applications: Literary Text</b>						
						Identifies favorite books and stories
						Identifies characters and setting in a story
						Knows the difference between fantasy (make believe) and reality (fact)
<b>Writing Processes</b>						
						Uses strategies such as brainstorming, lists, webs and diagrams to plan writing
						Writes complete sentences
						Proofreads writing to improve grammar, spelling and punctuation
						Rewrites and shares writing samples with others
<b>Writing Applications</b>						
						Narrative: Writes simple stories with a beginning, middle and end that include details and descriptive words
						Writes friendly letters or invitations that follow a simple letter format
						Research: Uses searching techniques and reports information to others
						Responses to Literature: Writes responses to texts that include simple judgments about the text
						Informal: Produces informal writings (messages, journals, notes and poems) for various purposes
<b>Writing Conventions</b>						
						Prints upper and lower case letters neatly using appropriate spacing between letters, words and sentences
						Spells required words
						Applies spelling rules and patterns
						Correctly uses punctuation at the end of a sentence
<b>Communication: Oral and Visual</b>						
						Delivers brief informational, descriptive and dramatic presentations
						Follows simple oral directions
						Speaks clearly and understandably

**MATHEMATICS**

**Grading Period**

**GRADE LEVEL EXPECTATIONS**

<b>1</b>	<b>2</b>	<b>3</b>
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+ Exceeds \* Meets X Needs Improvement / Not assessed at this time

<b>Number, Number Sense and Operations</b>		
		Uses ordinal numbers to order objects (e.g., first, second, third)
		Reads and writes the numerals for numbers to 100
		Counts from any point forward and backward between 1 and 100
		Identifies place value through tens
		Identifies and states the value of a penny, nickel, dime, quarter and dollar and recognizes equivalent combinations
		Determines the value of a simple collection of coins to \$1.00
		Represents commonly used fractions using words and physical models
		Demonstrates strategies for addition
		Demonstrates strategies for subtraction
<b>Data Analysis and Probability</b>		
		Organizes, researches and interprets data
		Describes the likelihood of simple events occurring
<b>Geometry and Spatial Sense</b>		
		Demonstrates understanding of two/three dimensional shapes (e.g., square, circle, sphere, ellipse, triangle)
		Demonstrates use of location and directional vocabulary (e.g., near, far, left, right)
<b>Measurement</b>		
		Estimates and measures weight and length using standard and nonstandard units
		Demonstrates an understanding of time (e.g., clock to hour/half hour, calendar and seasons)
<b>Patterns, Functions and Algebra</b>		
		Describes, extends and creates a pattern or sequence of numbers
		Uses a number sentence to model a problem

**SOCIAL STUDIES**

**SCIENCE**

<b>1</b>	<b>2</b>	<b>3</b>
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<b>1</b>	<b>2</b>	<b>3</b>
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<b>Understands concepts and terms relating to content standards</b>		
		History
		People in Societies
		Geography
		Economics
		Government
		Citizenship Rights and Responsibilities
		Social Studies Skills and Methods

<b>Understands concepts and terms relating to content standards</b>		
		Earth and Space Science
		Life Sciences
		Physical Sciences
		Science and Technology
		Scientific Inquiry
		Scientific Ways of Knowing

*Grade Level Expectations Key: + Exceeds \* Meets X Needs Improvement / Not assessed at this time*

**COMMENTS**

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**1st** Grading Period

**2nd** Grading Period

**3rd** Grading Period

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**Conference Signatures\*:**

*(\*A second conference may be requested by the teacher or parent.)*

\_\_\_\_\_  
*Parent/Guardian*

\_\_\_\_\_  
*Student*

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

\_\_\_\_\_  
*Date*