

# Understanding your child's

# REPORT CARD

## 1st Grade

- Top 10 tips for understanding your child's report card
- Communication between home and school
- Academic measures
- Descriptors of what your child will learn during trimester 2



## Trimester 2

Prepared for by the School District of  
Menomonee Falls Office of Teaching & Learning

# TOP 10 TIPS

## Understanding your Child's Report Card

The purpose of the report card is one component of the larger communication plan between parents and the school. The purpose is to regularly communicate how a student is progressing and where the student is performing in relation to expected targets he/she should meet at the end of each reporting period.

1. The report card is based on the standards adopted by the School District of Menomonee Falls. The standards define what all students should know and be able to do in every subject, from kindergarten through grade 5.

2. The School District of Menomonee Falls chose report "indicators" that represent the knowledge students must acquire for each reporting period.

3. Grades are based only on what students know or are able to do. Learning habits such as effort, homework completion, participation, etc. will be graded separately from academic progress.

4. Academic measures are as follows:

Academic Indicators	
3	Meeting Standard
2	Approaching Standard <input type="checkbox"/>
1	Below Standard
NG	Not Graded

5. Your child may not get a mark for every indicator each marking period. If the class does not focus on a particular standard during a marking period, there will be no grade on the report card for that trimester. Instead, NG (no grade) will appear in the box.

6. Included in this booklet are descriptions of what your child should be able to do to meet each expectation.

7. Your child will get marks for "Learner Behavior Expectations". These marks will be:

Learner Behavior Expectations	
3	Consistently meets expectations
2	Sometimes meets expectations
1	Rarely meets expectations

8. Learner behavior expectations are important because developing good habits help your child learn.

9. The goal of the report card is to provide information for these important discussions. Please talk with your child's teacher about your child's progress.

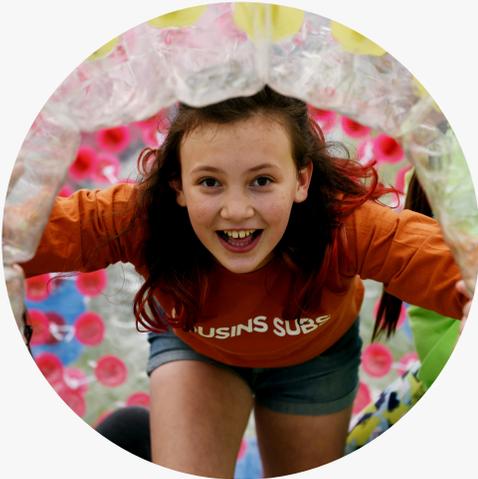
10. The goal of the report card is to provide meaningful information that families can use to team with teachers to support their student's learning.



# Home/School Communications

We welcome your partnership in helping your child achieve success in school. Building this partnership is important to us and we are committed to two-way communication. Listed below are some of the intentional communications we built into our system. If you have questions or concerns please contact your child's teacher.

## Ways we Intentionally Communicate



- Parent Information Night
- Parent/Teacher Conferences
- Trimester grade report
- Parent & Teacher notes, phone calls, emails
- Class or School newsletter
- District/school Facebook
- District school calendar
- Schoology
- District website

## Get Involved

- There are many ways to support your child's learning journey. Listed below are just a few.
- Volunteer in your child's classroom or school
- Attend parent-teacher conferences
- Join the Parent Teacher Organization
- Become a Junior Achievement volunteer
- Have regular conversations with your child about homework or completed work brought home
- Use the information in this pamphlet to guide conversations about what your child is learning in school
- Contact your child's teachers with questions or concerns



# Academic Measures

## 3 - MEETING STANDARD

Meets expectations for this reporting period. The student consistently demonstrates the skills and/or understands concepts at a level that meets expectations for this reporting period. A "3" indicates the student has a proficient understanding. A "3" indicates that the student is right on track with our high academic expectations.

## 2 - APPROACHING STANDARD

Meets some expectations for this reporting period. The student sometimes demonstrates the skill and/or partially understands concepts and meets some expectations for this reporting period.

A "2" indicates that the student has some understanding and is progressing toward proficiency. A "2" indicates that the student's performance varies in consistency with regards to accuracy, quality, and level of support.

## 1 - BELOW STANDARD

Does not meet expectations for this reporting period. The student seldom demonstrates the skills and/or understands concepts for this grading period. A "1" indicates the student demonstrates minimal understanding and requires extended time, support and/or practice.

## NG

Progress on these indicators is not reported for this grading period. That does not, however, mean learning is not developing around the concept.

# What Should My Child Be Able to Do to Meet Expectations during this Trimester?

## English Language Arts

### **Applies grade-level phonics skills to read and spell words**

- Flexibly use short and long vowel sounds when reading
- Use common CVCe spelling patterns when reading and writing (-ike, -ake, -ote)
- Use blends and digraphs in reading and writing (bl, sh)
- Use words or parts of words to read and write new words (day-play)
- Read and write inflectional endings (-ed, -ing, -s)

### **Accurately and fluently reads and spells common high-frequency words**

- Read and write the 46 *snap* words introduced in Units 3 and 4

### **Uses reading strategies to decode words and comprehend**

- Student will use the following strategies to decode words and comprehend:
  - Breaks long words into parts
  - Notices a problem and stops to solve it by trying multiple strategies. Constantly asks themselves: Does this make sense? Does it look right? Does it sound right?

### **Retells a book using important ideas and details**

- Identify the main idea in a nonfiction text
- State important details

### **Reads grade-level texts with purpose and understanding**

- Read a nonfiction text independently at a Level H or higher
- Ask and answer questions about a nonfiction text

### **Actively participates in conversations about books**

- Be prepared to talk to a partner about a nonfiction text
- Share interesting parts about books
- Discuss keywords
- Discuss the difference between fiction and nonfiction



## **Demonstrate an ability to compose an organized piece about a topic/idea across several pages**

- Write about one topic
- Write a beginning, two or more facts in the middle, and an ending
- Use adjectives (describing words)

## **Elaborates and revises writing using teacher or peer feedback**

- Revise writing after receiving peer or teacher feedback

## **Applies grade level conventions and grammar**

- Use common CVCe patterns when reading and writing (-ake, -ade, -ope, -ike)
- Use words or parts of words to write new words (day-play)
- Use end punctuation
- Consistently capitalize I and first letter of names and the beginning of a sentence
- Appropriately uses lowercase letters

# Mathematics

## **Operations & Algebraic Thinking**

### **Represent and solve problems involving addition and subtraction**

- Solve addition and subtraction story problems to 10

### **Understand and apply properties of operations and the relationship between addition and subtraction**

- Find the unknown number using counting on, making ten or addition or subtraction

### **Add and Subtract within 20**

- Add within 20
- Subtract within 10

### **Work with addition and subtraction equations**

- Find the unknown number to make 10 (i.e. "There are 10 beads total. 2 are showing. How many are hidden?")

## **Number & Operations in Base Ten**

### **Extend the counting sequence**

- Read and write numbers to 120



## **Understand place value**

- Understand that the two digits of a two-digit number represent amounts of tens and ones
- Mentally find 10 more or 10 less than a number

## **Use place value understanding and properties of operations to add and subtract**

- Use place value to count on and back (i.e. count forward or backward by 10s from any number)

## **Geometry**

- Reason with shapes and their attributes
  - Distinguish shapes by their attributes (i.e. number of sides, vertices)
  - Make two-dimensional shapes using other shapes (i.e. 3 triangles make a trapezoid)
  - Partition circles and rectangles into halves and fourths

# **Social Studies**

## **Understands Social Studies Content**

- Demonstrate how to use a timeline
- Identify and explain personal family traditions
- Identify past vs. present (tools, electronics, etc.)
- Identify community helpers and explain how they help the community

## **Asks and Answers Questions About Social Studies Themes**

- Generate questions about books and conversations in the classroom
- Gather resources to provide evidence
- Use resources to answer questions
- Communicate a conclusion

# **Science**

## **Communicates Scientific Ideas**

Students will know:

- About the sun
- The causes of day and night
- The four seasons

## **Uses the Inquiry Process**

Student will ask and answer questions about:

- The sun
- Day and night
- The four seasons



# Physical Education

**Although the skill and form remain the same, the skill maturity, intensity, equipment and area used in physical education are adjusted or modified for each grade level based on student development.**

## **Students will:**

- Develop, refine and apply age-appropriate locomotor and movement patterns
- Control an object using feet, hands, or equipment (dribble, throw, catch, kick, strike)
- Actively participate in physical education class
- Follow directions (safe behaviors, rules, taking turns, using equipment and appropriate space)

**Students in grades K-2 will participate in the following physical education units throughout the school year.**

- Game Play
- Kicking, Throwing, Catching, and Bouncing
- Body and Spatial Awareness
- Bean Bag Manipulatives
- Bowling
- Cooperative Games
- Hula Hoop Manipulatives
- Jump Rope
- Tumbling
- Fitness Testing/Fitness Games/Lifetime Fitness Exposure

The following units are site dependent:

- Rock Wall, Yoga, Parachute



# Music

## **Performs grade-level music skills**

- Singing
- Chanting
- Reading and writing music
- Creating and improvising music
- Playing instruments

## **Listens to, analyzes, and evaluates the elements of music (Rhythm, melody, harmony, timbre, form, texture, and dynamics)**

- Purposefully listens to music
- Demonstrates musical qualities through movement
- Uses music vocabulary to describe music

## **Engages in collaborative music making**

- Demonstrates flexibility, inquisitiveness, openness and respect for the ideas and work of others, responsible risk-taking, self-reflection, self-discipline, and perseverance
- Works with commitment to achieve the goals of the ensemble (grade level, whole class, or small group)
- Understands and demonstrates appropriate concert etiquette for audience and performance

# Art

## **Uses appropriate art-related vocabulary**

- Know art terms used in class
- Use art terms to explain projects
- Identify artwork from different cultures

## **Explores the elements and principles of design**

- Show evidence of elements and principles of design in artwork

## **Knows and makes art that communicates ideas**

- Make art that shows an idea or meaning

## **Solves problems independently while making art**

- Use problem-solving to change my artwork

## **Describes and uses grade-level skills to produce art**

- Use grade level skills needed to complete artwork
- Show craftsmanship in artwork
- Use art techniques to create artwork

## **Uses own ideas to think creatively**

- Develop grade level thinking skills to create artwork
- Use revision to improve artwork



# Learner Behavior Expectations

## **Shows 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

## **Demonstrates Responsibility**

Follows directions

Is accountable; stays focused on task

Demonstrates organizational skills

Manages time wisely and completes assigned work on time

## **Collaborates with Others**

Contributes responsibly in partner and group settings

Respects and considers different opinions and ideas

## **Shows 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

## **Demonstrates Flexibility**

Adapts positively to new or different situations and ideas

Makes transitions efficiently

## **Problem Solves**

Tries a variety of approaches, strategies, or alternatives

Independently considers options and attempts solutions

## **Communicates with Others**

Actively listens

Participates in collaborative conversations; shares ideas

Takes responsible risks in sharing learning

