

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 1



Trimester 1 - 2018-2019

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.

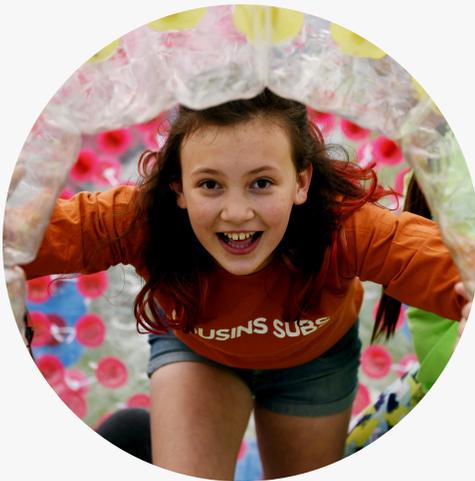
10. The goal of the report card is to provide meaningful information that families can use to team with teachers to support their student’s learning.



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

- Use beginnings and endings of words when reading and writing
- Try short and long vowel sounds and digraphs/blends (-sh, bl) when reading
- Use common spelling patterns when reading and writing (-am, -et, -it, -on, -ub)

Accurately and fluently reads and spells common high-frequency words

- Read and write 25 or more of the 50 first grade, high-frequency words
- Student will use the following strategies to decode words and comprehend:
- Use the picture
 - Look at all parts of the word
 - Reread
 - Check it
 - Try multiple sounds

Retells a book using important ideas and details

- Identify characters
- Identify the setting
- State the problem and solution
- List events in order

Reads grade-level texts with purpose and understanding

- Read independently at a level F or higher

Actively participates in conversations about books

- Be prepared to talk to a partner
- Give a book introduction
- Retell a story
- Talk about favorite parts, ask questions



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

- Write about a personal experience
- Write 2 or more details
- Attempt to write a clear beginning and ending
- Match words and pictures
- Use adjectives

Elaborates and revises writing using teacher or peer feedback

- Attempt to revise writing after peer or teacher writing conference

Applies grade level conventions and grammar

- Use common spelling patterns when writing (-am, -et, -it, -on, -ub)
- Use spaces between words
- Experiment with end punctuation
- Consistently capitalize I and the first letter of names
- Attempt capitalization at the beginning of a sentence
- Appropriately use 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

- Count on to add and count back to subtract

Add and Subtract within 20

- Add and subtract within 10



Work with addition and subtraction equations

- Find the unknown number in an addition equation

Number & Operations in Base Ten

Extend the counting sequence

- Read and write numbers to 60

Understand place value

- Use $<$, $>$, $=$ to compare two numbers

Measurement & Data

Represent and interpret data

- Read a graph and answer questions about the data

Social Studies

Understands Social Studies Content

- Explain the significance of the United States Flag
- Explain how families help each other and work together
- Explain how members in schools help each other and work together

Asks and Answers Questions About Social Studies Themes

- Generate questions about books and conversations in the classroom
- Provides a reason to support an answer

Science

Communicates Scientific Ideas

Students will know:

- How energy is used
- What gives off heat
- What is light
- What is sound

Uses the Inquiry Process

Student will ask and answer questions about:

- How energy is used
- What gives off heat
- What is light
- What is sound



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

Parachute

Tumbling

Fitness Testing/Fitness Games

The following units are site dependent:

Rock Wall & Yoga



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

