



Boyertown Area School District

Report Card Guide for Parents and Guardians

Grade One

The updated report card that you are receiving this year was completely revised during the 2017-2018 school year and will continue to be updated throughout the upcoming school years. This report card, aligned with national and state standards, is designed to provide you with specific information about your child's performance in each subject.

This report card guide was written to assist you in understanding the form and the content of the elementary report card.

It is our hope that this guide anticipates and answers your questions. In the event that you need more information, you may contact your child's school and/or teacher.

Grading in Standards-Based Report Cards

A standards-based reporting system is designed to inform parents/guardians about their children's progress toward specific learning standards set forth by the Pennsylvania Department of Education and adopted by the district.

A variety of tools may be used to gather evidence of student performance including traditional assessments, teacher observations, and student work. The following are used on the student's report card to indicate the level of performance in relation to the standards.

4 - A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills in a variety of settings. Typically, few students perform at this level.

3 - A student earning a 3 consistently demonstrates an understanding of grade level skills and concepts and requires minimal support.

A 3 throughout the school year indicates strong, excellent work at grade level. The 3 mark is the goal for the grade level and should be celebrated.

2 - A student earning a 2 has not yet met the standard, but is progressing toward achieving skills and learning end-of-year grade level concepts. Some support or intervention from teachers and parents is needed; however, a 2 indicates ongoing growth.

1 - A student earning a 1 is currently not meeting grade level standards. The student demonstrates a lack of understanding and an inability to apply concepts. A 1 indicates minimal growth and the student requires significant intervention from teachers and parents.

Reading Foundational Skills

<i>Knows and applies grade level phonics</i>	Students will continue to learn about letter sounds and the various combinations that create sounds in words. Students are expected to use this learning to read decodable words (words that can be sounded out using phonics rules) in grade-level texts.	T1 - Consonants and their sounds, blends, short vowels T2 - Digraphs, long vowels, contractions, vowel teams T3 - Vowel teams, r-controlled vowels, other vowel patterns within words
<i>Recognizes and reads high-frequency words by sight</i>	Students are expected to steadily increase the number of words they recognize immediately on sight. Sight words are words that do not follow traditional phonics rules and can not be decoded or sounded out. In addition to recognizing the words in isolation (on a card or list), students are also expected to apply their knowledge of high-frequency words when reading text.	The expectation varies throughout the year with an end of year goal of approximately 250 new words. Again, students are expected to use their knowledge of high-frequency words to read appropriate grade-level texts.

Reading Level - This measures the student against a grade level benchmark.

<i>Reads grade level text with accuracy, fluency and understanding</i>	As the year progresses, students are expected to independently read and understand increasingly complex texts. Multiple measures are used to determine if a child is advancing towards the end of year expectation.	The expectation varies throughout the year with an end of year goal of 2B in IRLA and/or Independent level I for Fountas and Pinnell.
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Reading Comprehension Skills - This is assessed at the student's reading level.

<p><i>Retells important information from text and illustrations</i></p> <p><i>Recognizes types of texts and their features</i></p> <p><i>Compares and contrasts texts</i></p>	In general, students are expected to ask and answer questions about text, explain the differences in books that provide information and books that tell stories, and use illustrations and details to support their ideas about texts.	T1 - Literature Texts T2 - Literature Texts and Main Topic of Informational Texts T3 - Literature and Informational Texts
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Writing

<i>Writes pieces appropriate to grade level standards</i>	In grade 1, students are expected to move away from just drawing a picture and use their growing understanding of letter sounds in their writing. As the year progresses, students will be asked to give more details or facts in their writing and be more aware of the order in which they share information.	T1 - Narrative Writing (Personal Narrative) T2 - Narrative Writing and Opinion Writing T3 - Informative/Explanatory Writing
<i>Uses appropriate capitalization and punctuation when writing</i>	As students become more proficient writers, they are expected to begin using traditional writing conventions to show where sentences begin and end.	T1 - Finger Spaces T2 - Capitalization and Punctuation T3 - All
<i>Uses appropriate grammar when writing</i>	As the year progresses, students are learning how to construct a complete sentence that includes nouns, verbs, and adjectives in agreement.	T1 - Not Assessed T2 - Completed with Prompting and Support T3 - Completed Independently
<i>Uses appropriate spelling when writing</i>	In grade 1, students are expected to apply what they have learned during daily core instruction to spell first grade words phonetically.	Students are evaluated based on the level of support needed to revise their writing and add details. The expectation remains the same throughout the year.

Note: As BASD continues to review our new math resources, some minor adjustments may occur to the Trimester 3 descriptors.

Math

<i>Fluently adds and subtracts within 20</i>	This descriptor addresses fluency with basic facts. As students learn more about addition and subtraction, they are expected to solve basic facts quickly and accurately. Students will not be timed when solving basic facts but are expected to independently solve the equations efficiently and accurately.	T1 - Adds to 10 T2 - Adds to 20 T3 - Adds to 20, Subtracts from 20
<i>Applies strategies to solve addition and subtraction word problems</i>	Students are learning many strategies to use when solving addition and subtraction problems. When presented with a story or word problem, students are expected to apply what they have learned about place value or addition and subtraction properties to find a solution. Students are working towards including an equation as part of their solution.	T1 - Addition within 10 T2 - Addition within 20 T3 - Addition and subtraction within 20

Math (Continued)

<p><i>Understand place value within 100</i></p>	<p>Students build on their understanding of numbers to 20 and learn the importance of tens and ones within a 2 digit number. The classroom instruction will also focus on counting, reading, and writing numerals to 120. Students will also be introduced to the idea of grouping ones into “bundles” of ten and tens into “bundles” of one hundred.</p>	<p>T1 - Not Assessed T2 - Numbers to 40 T3 - Numbers to 120</p>
<p><i>Measures using non-standard units</i></p>	<p>Students in grade 1 learn that the length of objects can be measured. Students use non-standard measurement units such as cubes or paper clips to find the number of units that can be lined up next to an object. Students use this information to compare the lengths of objects.</p>	<p>T1 - Not Assessed T2 - Measures with non-standard units; Compares objects T3 - Not Assessed</p>
<p><i>Tells and writes time in hours and half-hours</i></p>	<p>Students are introduced to telling time using both an analog and digital clock.</p>	<p>T1 - Not Assessed T2 - Not Assessed T3 - Nearest hour and ½ hour</p>
<p><i>Represents and interprets data</i></p>	<p>Grade 1 students continue their work with charts and graphs by creating a graph with up to three categories. Students are expected to use information in a graph to ask and answer questions.</p>	<p>T1 - Not Assessed T2 - Creates graph; Answers questions about graph T3 - Not Assessed</p>
<p><i>Reasons with shapes and their attributes</i></p>	<p>Students continue to work with shapes and learn more about their characteristics: number of sides, number of corners, etc. Students will also learn how to break a shape into a given number of equal parts.</p>	<p>T1 - Not Assessed T2 - Not Assessed T3 - Identify and draw 2-D and 3-D shapes; Identify attributes of shapes; Divide shapes into halves and quarters</p>