


ACADEMIC PERFORMANCE INDICATORS					
Ø Not evaluated at this time	1 Below the grade level standard	2 Approaching the grade level standard	3 Proficient at the grade level standard	4 Advanced beyond the grade level standard	O.....Outstanding S.....Satisfactory N.....Needs Improvement
<b>ACADEMIC STANDARDS</b>					Trimester 1 2 3
<b>Reading</b>					
Comments					
1.4 Distinguishes initial, medial, and final sounds in single syllable words					
1.7 Adds, deletes, or changes target sounds to change words					
1.10 Generates the sounds from all the letters and letter patterns and blend into words ____/65 ____/65 ____/65					
1.11 Reads common, irregular sight words ____/223 ____/223 ____/223					
1.16 Reads aloud with fluency (like natural speech)					
2.0 Reading level ____/16 ____/16 ____/16					
2.1 Identifies sequence or logical order in informational text					
2.3 Follows one-step written instructions					
2.7 Retells the central ideas of simple expository (factual) or narrative (story) text					
3.1 Identifies plot, setting, and characters and beginning, middle, and end					
<b>Writing</b>					
Comments					
<b>Strategies/Applications</b>					
1.1 Selects focus or topic					
1.2 Uses descriptive words					
1.3 Spaces letters, words, and sentences appropriately; print legibly					
2.1 Writes brief expository descriptions of a person, place, or thing using sensory details					
<b>Language Conventions</b>					
1.1 Writes complete, coherent sentences					
1.6 Uses knowledge of basic rules of punctuation and capitalization when writing					
Spelling					
<b>Listening &amp; Speaking</b>					
Comments					
1.4 Stays on topic when speaking					
2.1 Recites poems, rhymes, and songs					
<b>COMMENTS</b>					
1 <sup>st</sup> Trimester Parent attended conference <input type="checkbox"/> Yes <input type="checkbox"/> No					
_____ Parent's Signature					



**OROVILLE CITY ELEMENTARY SCHOOL DISTRICT**

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## Grade 1

Student _____	School _____
Teacher _____	

**COMMENT CODES**

g. Outstanding effort displayed	m. Incomplete/poor
h. Does neat and careful work	(1) homework,
i. Always prepared for class	(2) class assignments,
j. Making steady progress	(3) projects
k. Classroom test scores low	n. Poor effort displayed
l. Excessive talking affecting progress	p. Parent conference requested

PERFORMANCE STANDARDS	Trimester		
	1	2	3
<b>Self-Directed Learner</b>			
<ul style="list-style-type: none"> <li>Uses time productively</li> <li>Works independently</li> <li>Evaluates own work and sets new goals</li> <li>Follows directions</li> <li>Stays on task</li> </ul>			
<b>Constructive Problem Solver</b>			
<ul style="list-style-type: none"> <li>Applies reasoning skills to solve problems</li> <li>Uses a variety of strategies</li> <li>Seeks help/resources when needed</li> </ul>			
<b>Effective Communicator</b>			
<ul style="list-style-type: none"> <li>Participates in class discussions</li> <li>Listens actively to others</li> <li>Uses correct grammar</li> <li>Conveys message clearly</li> </ul>			
<b>Creative Producer</b>			
<ul style="list-style-type: none"> <li>Strives to produce quality work</li> <li>Uses many resources to construct work</li> <li>Shows understanding effectively</li> </ul>			
<b>Community Citizens</b>			
<ul style="list-style-type: none"> <li>Displays positive classroom behavior</li> <li>Displays positive playground behavior</li> <li>Works well with others</li> <li>Respects rights and property of others</li> <li>Accepts responsibility for own actions</li> </ul>			
<b>COMMENTS</b>			
2 <sup>nd</sup> Trimester			

	Trimester		
	1	2	3
<b>Math</b>			
Comments			
<b>Number Sense</b>			
<ul style="list-style-type: none"> <li>Counts, reads and writes and compares numbers to 100</li> <li>Understands symbols +, -, =, &lt;, &gt;</li> <li>Counts by 2s, 5s, and 10s to 100</li> <li>Knows value of pennies, nickels, dimes, and quarters</li> </ul>			
<b>Algebra and Function</b>			
<ul style="list-style-type: none"> <li>Recalls addition facts 20</li> <li>Recalls subtraction facts to 20</li> <li>Writes and solves number sentences</li> </ul>			
<b>Geometry and Measurement</b>			
<ul style="list-style-type: none"> <li>Identifies, describes, and compares triangles, rectangles, squares, and circles</li> <li>Measures and compares the length, weight, and volume of two or more objects</li> <li>Tells time by hour and half hour</li> </ul>			
<b>Statistics/Data Analysis/Probability</b>			
<ul style="list-style-type: none"> <li>Organizes, represents, and compares data</li> <li>Describes/extends/explains simple repeated patterns</li> </ul>			
<b>Social Studies – Shows effort</b>			
Comments			
<b>Science/Health – Shows effort</b>			
Comments			
<b>Visual Performing Arts – Shows effort</b>			
Comments			
<b>Physical Education – Shows effort</b>			
Comments			
<b>Attendance</b>			
Days absent	1	2	3
Days tardy			
<b>Homework</b>			
<b>COMMENTS</b>			
3rd Trimester			

Next Year's Placement \_\_\_\_\_

# First Grade Academic Content Standards and Progress Report



OROVILLE CITY ELEMENTARY SCHOOL DISTRICT

## Reading

**Phonemic Awareness/Decoding:** In orally stated words, students identify the beginning, middle, and ending sounds. They recognize both long and short vowel sounds, and blend sounds into words, and break words into individual sounds and syllables.

**Word Recognition:** Students recognize many common sight words. They understand basic phonics and apply this knowledge to read both orally and silently.

**Reading Fluency/Reading Level:** Students read aloud fluently, accurately, and with expression.

**Reading Comprehension/Retelling:** Students read and understand grade-level-appropriate material. They answer questions, make predictions, and retell the important ideas of what they have read. Students expect reading to make sense, and self-correct when needed.

**Literary Response and Analysis:** Students read, discuss, and write about a wide variety of children's literature. They understand story elements such as plot, setting, and characters. Students describe the role of authors and illustrators.

## Writing/Language

**Writes Sentences Phonetically:** Students use basic knowledge of phonic to write sentences.

**Organization and Focus:** Students write clear sentences and paragraphs. They select a topic to write about and use descriptive words.

**Writing Applications:** Students write brief stories that describe an experience. They use sensory details to write brief informational pieces about real things. Students' writing shows knowledge of standard American English.

**Penmanship:** Students printing is legible; they use proper form and spacing.

**Mechanics:** Students write using proper grammar, and correct, grade-level-appropriate spelling, punctuation, and capitalization.

## Spelling

Students spell short-vowel, and grade-level-appropriate sight words correctly.

## Listening and Speaking

**Listening and Speaking Strategies:** Students listen actively and respond appropriately. They stay on topic, use descriptive language, and guide the listener to understand important ideas.

**Speaking Applications:** Students recite poems and rhymes. They recall story events in sequence. They relate personal experiences in simple sequence.

## Progress Reporting

These marks are used to indicate a student's grade-level proficiency, based on the academic content standards.

### Academic Performance Indicators

#### 4 – Above the grade-level standard

The student often exceeds the standards for first grade. The student, with relative ease, grasps, applies, and extends key concepts, processes, and skills above the first grade level.

#### 3 – At the grade-level standard

The student regularly demonstrates proficiency in the majority of the standards for first grade. The student, with limited errors, grasps and applies key concepts, processes, and skills for first grade.

#### 2 – Approaching the grade-level standard

The student is beginning to, and occasionally does, meet the standards for first grade. The student is beginning to grasp and apply key concepts, processes, and skills for first grade, but produces work that is still not at grade level.

#### 1 – Below the grade-level standard

The student is not meeting the standards for first grade. The student is working below grade level.

These marks are used to indicate a student's effort.

### Growth Effort Grades

#### O – Outstanding

**For Growth** – an "O" indicates that the student is progressing at a rate that is likely to result in being above grade level at the end of the school year

**For Effort, Social Skills and Work Habits** – an "O" indicates the student consistently meets and regularly exceeds expectations for his/her ability

#### S – Satisfactory

**For Growth** – an "S" indicates that the student is progressing at a rate that is likely to result in being at grade level at the end of the school year

**For Effort, Social Skills and Work Habits** – an "S" indicates the student regularly meets expectations for his/her ability

#### N – Needs Improvement

**For Growth** – an "N" indicates that the student is progressing at a rate that is likely to result in being below grade level at the end of the school year

**For Effort, Social Skills and Work Habits** – an "N" indicates the student does not meet expectations for his/her ability

## Mathematics

**Number Sense:** Students count, read, and write numbers to 100. Students count by twos, fives, and tens, and count backward by ones from 20. They know addition and subtraction facts to 20. Students name and know the value of pennies, nickels, dimes and quarters.

**Algebra and Functions:** Students solve simple word problems using addition and subtraction. They create and use patterns. Students estimate answers to arithmetic problems and check their estimates using addition and subtraction.

**Measurement:** Students estimate and compare the lengths, weights, and volumes of various objects. They explore the concept of area. Students tell time to the hour and the half-hour. They sequence daily events.

**Geometry:** Students name, describe, and compare triangles, rectangles, squares, and circles. They demonstrate understanding of words such as left, right, near, far, above, and below.

**Statistics, Data Analysis, and Probability:** Students sort and organize a collection of information. They make and explain charts and graphs.