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|  **Cooperative Educational Services**https://scontent-lga1-1.xx.fbcdn.net/hphotos-xfa1/v/t1.0-9/10592950_333718333471208_3309163636862518093_n.png?oh=5fa7b939601166e2a2beeaae38e4be49&oe=5630EB9E |
| **Six to Six Magnet School**  |
| **Grade 1**  |

Student Name: Teacher Name: Academic Year: 2015-2016

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| **Attendance** | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| Absences |  |  |  |
| Tardies |  |  |  |

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| **English Language Arts/Literacy** | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| Read and understands grade level text (Independent Benchmark Level) |  |  |  |
| Read grade level text orally with accuracy, appropriate rate, and expression |  |  |  |
| **Reading--Literature** |
| Ask and answer questions about a text  |  |  |  |
| Retell stories by describing characters, settings, and events |  |  |  |
| Tell the difference between fiction and nonfiction |  |  |  |
| Tell who is telling the story |  |  |  |
| Compare and contrast characters in story |  |  |  |
| **Reading--Informational Text** |
| Ask and answer questions about details in a text |  |  |  |
| Pick out the topic and supporting details |  |  |  |
| Tell how two parts of a story are connected |  |  |  |
| Use text features to find information |  |  |  |
| Tell what the author is thinking and why |  |  |  |
| Tell the things that are the same and different between two texts on the same topic |  |  |  |

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|  | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| **Reading Standards: Foundation Skills** |
| Use and apply grade level appropriate print concepts |  |  |  |
| **Writing** |
| Write opinion pieces which introduce a topic, state an opinion, supply a reason for the opinion, and provide some sense of closure |  |  |  |
| Write informative/explanatory pieces which name a topic, supply some facts about the topic, and provide some sense of closure |  |  |  |
| Write narrative pieces with two or more sequenced and detailed events, uses temporal words to signal event order, and provides some sense of closure |  |  |  |
| **Language**  |  |  |  |
| Use standard English grammar and conventions |  |  |  |
| Acquire, understand, and use grade level appropriate vocabulary |  |  |  |

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| **Mathematics** | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| **Operations and Algebraic Thinking** |
| Represent and solve problems involving addition and subtraction |  |  |  |
| Understand and apply the properties of operations and the relationship between addition and subtraction |  |  |  |
| Add and subtract within 20 |  |  |  |
| Work with addition and subtraction equations |  |  |  |
| **Number and Operations in Base Ten** |
| Extend the counting sequence to 120 |  |  |  |

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| **Number and Operations in Base Ten**  | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| Understand place value |  |  |  |
| Compare two two-digit numbers |  |  |  |
| Use place value understanding and properties of operation to add and subtract |  |  |  |
| Add or subtract multiples of 10 |  |  |  |
| **Measurement and Data** |
| Measure lengths indirectly and by iterating length units |  |  |  |
| Tell and write time |  |  |  |
| Represent and interpret data |  |  |  |
| **Geometry** |
| Reason with shapes and their attributes |  |  |  |
| Recognize and partition halves and fourths |  |  |  |

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| **Science** | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| Needs of Living Things & Their Structures |  |  |  |
| Balance and Motion |  |  |  |
| Measuring Weight, Volume, and Temperature |  |  |  |
| Life Cycle of the Painted Lady Butterfly |  |  |  |

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| **Social Studies** | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| My Community and Me: Rules and Routines |  |  |  |
| Cultures and Celebrations Around the World |  |  |  |

Top of Form

Bottom of Form

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| **Specials** | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| Art |  |  |  |
| Physical Education |  |  |  |
| Library/Technology |  |  |  |
| Music |  |  |  |
| World Language: Spanish |  |  |  |

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| **Progression Scales:****4 Extends and Expands**In addition to “3-consistent achievement,” student demonstrates the grade level standard with greater depth and application. Student demonstrates and applies higher-level thinking of the standard. Student extends knowledge consistently. Student integrates learning into other curricular areas proactively and independently, as well as flexibly applies the standard in new situations. Student applies in depth and/or extended conceptual knowledge (critique, connections, analysis, etc.) ***This is challenging and difficult to achieve.*****3 Consistent Achievement/Goal**Student meets the grade level standard addressed. Student consistently meets grade level standard independently. Student understands not just “what,” but can explain the how and why when applicable to standard. Student applies learning to other curricular areas with guidance. ***A 3 is the end of year grade level expectation.*****2 Partial Achievement**Student is beginning to understand ideas and processes taught.  Student’s work is approaching achievement toward the standard or is inconsistently demonstrating understanding of the standard.  Student might understand the “what,” but is not able to explain the “how” and “why.”  ***Additional support may be required.***1. **Minimal Achievement**

Student has emerging awareness of concepts or seldom demonstrates the skill or understanding of the standard and is not meeting expectations addressed. Even with considerable assistance student is making minimal progress toward the standard. T***argeted support and intervention is required.***  Not assessed |

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|  | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| **Social and Behavioral Skills** |
| Respects rights of others |  |  |  |
| Follows class and school rules |  |  |  |
| Demonstrates self-control |  |  |  |
| Accepts responsibility for actions |  |  |  |
| Works cooperatively in groups |  |  |  |
| Respects adults |  |  |  |
| **Work Habits** |
| Follows directions |  |  |  |
| Listens attentively |  |  |  |
| Finishes work on time |  |  |  |
| Works carefully and neatly |  |  |  |
| Completes assigned homework |  |  |  |
| Participates in class |  |  |  |

I-Inconsistent

C-Consistent

N-Needs improvement

**Conference Requested**

(203)365-8200 ext. \_\_\_\_\_\_