

READING: LITERARY	Q1	Q2	Q3	Q4
<b>Phonological Awareness</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Orally produces single syllable words and segments spoken single syllable words.	Orally produces single syllable words and segments spoken single syllable words.		
<b>Phonics and Word Recognition</b>	3 2 1	3 2 1	3 2 1	3 2 1
		Uses knowledge that every syllable must have a vowel sound to determine the number of syllables.	Knows consonant digraphs. Knows final -e and common vowel team conventions.	Knows final -e and common vowel team conventions.
<b>Print Concepts</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Recognizes the distinguishing features of a sentence.			
<b>Fluency</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Reads 75-100 sight words	Reads 100-150 sight words	Reads 151-200 sight words	Reads 200+ sight words
<b>Fluency</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Fountas and Pinnell Reading Level	<b>A B C D E F G H I</b> K 1st	<b>J K L M N O P Q R S</b> 2nd 3rd	4th 5th
<b>Key Ideas and Details</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Describes characters, settings, and major events in a story, using key details.	Identifies and retells the main topic and retells key details of a text.	Retells stories, including key details, and understands central message or lesson.	Describes connection between two individuals, events, ideas or information in a text.
<b>Craft and Structure of a Text</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Explains major differences between fiction and nonfiction text.	Knows and uses various text features.	Identifies who is telling the story.	Distinguishes between information provided by pictures and information provided by the words in this text.
<b>Integration of Knowledge and Ideas</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Uses illustrations and details in a story to describe its characters, setting, or events.	Identifies the reasons an author gives to support points in a text.	Compares and contrasts the adventures and experience of characters in stories.	Identifies basic similarities in, and differences between, two texts on the same topic.
<b>WRITING</b>	Q1	Q2	Q3	Q4
<b>Text Types and Purposes</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Narrative	Informative	Opinion	Narrative, Informative, and Opinion
<b>LANGUAGE</b>	Q1	Q2	Q3	Q4
<b>Conventions: Handwriting, Grammar and Usage</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Prints all upper and lowercase letters and prints with appropriate spacing.	Prints all upper and lowercase letters, prints with appropriate spacing. Uses singular and plural nouns.	Uses singular and plural nouns. Uses verbs to convey a sense of past, present and future.	Uses conjunctions to expand sentences.
<b>Conventions: Capitalization, Spelling and Punctuation</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Uses end punctuation for sentences and spells untaught words phonetically.	Capitalizes dates and names of people. Uses end punctuation for sentences and spells untaught words phonetically.	Capitalizes dates and names of people. Uses end punctuation for sentences. Uses conventional spelling.	Capitalizes dates and names of people. Uses end punctuation for sentences. Uses conventional spelling.
<b>SPEAKING &amp; LISTENING</b>	Q1	Q2	Q3	Q4
<b>Comprehension and Collaboration</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Follows agreed upon rules for discussion.	Follows agreed upon rules for discussion.	Follows agreed upon rules for discussion. Builds on others' talk in conversations.	Follows agreed upon rules for discussion. Builds on others' talk in conversations. Ask questions to clear up confusion.

MATH	Q1	Q2	Q3	Q4
<b>Represent and Solve Word Problems</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Represents and solves word problems within 10.	Solves word problems within 20 with unknowns.	Solves word problems within 20 with unknowns.	Solves word problems with all 1st grade situations within 20 and addition of 3 whole numbers.
<b>Understand, Represent and Compare Numbers</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Counts to 120 starting with any number.	Counts, reads, writes and represents numbers to 120.	Compares two 2-digit numbers using math symbols.	Compares two 2-digit numbers using math symbols.
<b>Work with Addition and Subtraction Equations</b>	3 2 1	3 2 1	3 2 1	3 2 1
		Demonstrates the meaning of the equal sign.	Determines the unknown in an equation.	Understand the meaning of the equal sign and determine the unknown in an equation.
<b>Uses Addition and Subtraction Strategies</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Adds and subtracts within 10 using multiple strategies.	Adds and subtracts within 20 using multiple strategies.	Adds and subtracts within 20 using multiple strategies.	Adds and subtracts within 20 using multiple strategies, but fluently within 10.
<b>Understanding Place Value</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Represents the 2 digits of numbers 11-19 by composing and decomposing.	Understands a 2-digit number as ones and tens by composing and decomposing numbers 20-99.	Add within 100 including using multiples of 10, find 10 more or 10 less and subtract multiples of 10.	Add within 100; find 10 more or 10 less of a two-digit number; and subtract multiples of ten and explains.
<b>Concepts of Measurement and Data</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Order, compare and express the length of objects.	Organizes, represents, and interprets data with up to 3 categories.		Organizes, represents, and interprets data with up to 3 categories.
<b>Reason with Shapes and their Attributes</b>	3 2 1	3 2 1	3 2 1	3 2 1
				Builds and draws shapes with attributes. Composes 2D or 3D shapes to create composite shapes. Partitions circles and rectangles.
<b>SCIENCE</b>	Q1	Q2	Q3	Q4
<b>Obtain, Evaluate and Communicate Scientific Information</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Earth Science: Investigates and uses data to identify types of weather and patterns.	Physical Science: Identifies and compare sources of light and investigate shadows.	Life Sciences: Identify and compare basic needs of animals.	Life Science: Identify all parts and basic needs of plants.
	3 2 1	3 2 1	3 2 1	3 2 1
	Physical Science: Investigates magnets, their effect on objects, and their uses.	Physical Science: Explains how vibrations create sound and designs an emergency alert.	Life Science: Designs a solution to ensure an animal's needs are met.	Life Science: Designs a solution to ensure a plant's needs are met.
<b>SOCIAL STUDIES</b>	Q1	Q2	Q3	Q4
<b>Geographic Understandings</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Identify and locate city, county, state, nation and continent on a simple map or globe.	Describe how B. Franklin and T. Jefferson were influenced by their time and place.	Describe how Lewis and Clark, Sacagawea, and T. Roosevelt were influenced by their time and place. Locate, identify and describe continents, major oceans and landforms.	Describe how G. Washington Carver and Ruby Bridges were influenced by their time and place.
<b>Historical Understandings</b>	3 2 1	3 2 1	3 2 1	3 2 1
		Identify contributions and describe the lives of B. Franklin and T. Jefferson.	Describe the lives and contributions of Lewis and Clark and Sacagawea -Identify contributions and describe the lives of Lewis and Clark, Sacagawea, and T. Roosevelt.	Identify contributions and describe the lives of G. Washington Carver and Ruby Bridges.
<b>Civic &amp; Government Understandings</b>	3 2 1	3 2 1	3 2 1	3 2 1
		Describe how B. Franklin and T. Jefferson displayed positive character traits.	Describe how Lewis and Clark and Sacagawea, and T. Roosevelt displayed positive character traits.	Describe how G. Washington Carver and Ruby Bridges displayed positive character traits.
<b>Economic Understandings</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Explain scarcity. Explain that people earn income by working and that they must make choices about how much to save and spend.			

HEALTH	Q1	Q2	Q3	Q4
Comprehends concepts of health promotion and disease prevention	3 2 1	3 2 1	3 2 1	3 2 1
<b>PHYSICAL EDUCATION</b>	Q1	Q2	Q3	Q4
Demonstrates motor skills and movement patterns	3 2 1	3 2 1	3 2 1	3 2 1
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
<b>ART</b>	Q1	Q2	Q3	Q4
Creates art in response to prompts, themes & narratives using elements of art	3 2 1	3 2 1	3 2 1	3 2 1
Explains how selected elements of art convey meaning	3 2 1	3 2 1	3 2 1	3 2 1
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
<b>MUSIC</b>	Q1	Q2	Q3	Q4
Demonstrates through performance an awareness of pitch	3 2 1	3 2 1	3 2 1	3 2 1
Demonstrates through performance an awareness of rhythm	3 2 1	3 2 1	3 2 1	3 2 1
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
<b>TECHNOLOGY</b>	Q1	Q2	Q3	Q4
Comprehends and applies 1st grade concepts and skills related to technology	3 2 1	3 2 1	3 2 1	3 2 1
<b>LEARNING SKILLS &amp; BEHAVIORS</b>	Q1	Q2	Q3	Q4
Organizes self and materials	S P N	S P N	S P N	S P N
Works independently	S P N	S P N	S P N	S P N
Asks questions/Seeks help when needed	S P N	S P N	S P N	S P N
Completes tasks in a timely manner	S P N	S P N	S P N	S P N
Uses self control	S P N	S P N	S P N	S P N
Exhibits good listening skills	S P N	S P N	S P N	S P N
Accepts responsibility for behavior	S P N	S P N	S P N	S P N
Works cooperatively with others	S P N	S P N	S P N	S P N
Controls talking	S P N	S P N	S P N	S P N
Follows directions	S P N	S P N	S P N	S P N
Shows respect for peers	S P N	S P N	S P N	S P N
Shows respect for authority	S P N	S P N	S P N	S P N
Shows respect for property	S P N	S P N	S P N	S P N
<b>ATTENDANCE</b>	Q1	Q2	Q3	Q4
Tardies				
Absences				

PLACEMENT INFORMATION
<input type="checkbox"/> Promoted to 2nd grade <input type="checkbox"/> Placed in 2nd grade <input type="checkbox"/> Additional Year in 1st Grade

## PERFORMANCE INDICATORS

The purpose of the report card is to communicate to students, parents, and staff the progress each student is making toward accomplishing performance-based standards.

- 3+** = Exceeds Standards - In addition to the 3, makes applications and inferences beyond expectations
- 3** = Meets Standards - Consistently and independently
- 2** = Progressing toward meeting standards
- 1** = Limited progress or does not meet standards



or NA = Not assessed at this time

### LEARNING SKILLS & BEHAVIORS

- S** = **SUCCESSFUL** - Student displays appropriate learning skills and behaviors
- P** = **PROGRESSING** - Student is progressing; displays appropriate learning skills and behaviors most of the time
- N** = **NEEDS IMPROVEMENT** - Student does not display learning skills and behaviors that lead to success



**COBB COUNTY**  
SCHOOL DISTRICT

**ONE TEAM. ONE GOAL.**  
**STUDENT SUCCESS.**

### ELA/Reading

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### Fountas and Pinnell (Guided Reading) Reading Level Characteristics

<b>A</b> Parent Tips:	<b>Readers are beginning to learn how print works and to notice the relationship between sounds and letters.</b> <i>Children must be given the opportunity to read and reread these simple texts with help. Encourage your child to finger point each spoken word to the written word.</i>
<b>B</b> Parent Tips:	<b>Readers are learning how print works, developing left to right directionality.</b> <i>Continue to provide opportunities to read and reread these simple texts with help while encouraging to finger point each spoken word to the written word.</i>
<b>C</b> Parent Tips:	<b>Readers encounter simple stories and familiar topics with 2-6 lines of print on each page.</b> <i>Praise children for self-correcting and assist the use of dialogue with the voice.</i>
<b>D</b> Parent Tips:	<b>Readers track print with their eyes and process texts with fewer repeating language patterns.</b> <i>Children should stop pointing to each word. Attention should be given to word endings.</i>
<b>E</b> Parent Tips:	<b>Readers encounter texts with 3-8 lines of print per page.</b> <i>Choose text with familiar vocabulary to your child which is likely used in their oral language.</i>
<b>F</b> Parent Tips:	<b>Readers are beginning to build knowledge of the characteristics of different genres of texts.</b> <i>Texts may include familiar content that expands beyond home, neighborhood, and school.</i>
<b>G</b> Parent Tips:	<b>Readers encounter a wider range of texts. They are still reading texts with 3-8 lines of print per page, but the print is slightly smaller.</b> <i>Children should be reading for understanding. Encourage self-correcting and rereading.</i>
<b>H</b> Parent Tips:	<b>Readers encounter the same challenges as Level G; but the language and vocabulary are more complex.</b> <i>Children will begin to read more new texts silently in order to achieve efficient and smooth processing.</i>
<b>I</b> Parent Tips:	<b>Readers will be processing texts that are mostly short (8-16 pages) as well as some easy illustrated chapter books (40-60 pages) that require them to sustain attention and memory over time.</b> <i>Find short chapter books with a single point of view and illustrations to help support the text.</i>
<b>J</b> Parent Tips:	<b>Readers are able to process a variety of texts.</b> <i>Children read silently during independent reading.</i>
<b>K</b> Parent Tips:	<b>Readers are able to process a wide variety of genres.</b> <i>As children read orally they should be demonstrating all aspects of fluency.</i>
<b>L</b> Parent Tips:	<b>Readers process easy chapter books including some series books.</b> <i>Children should be able to solve many complex words including multi-syllable words, contractions, possessives, content-specific and some technical words.</i>
<b>M</b> Parent Tips:	<b>Readers know the characteristics of a range of genres.</b> <i>Encourage children to explore chapter books and nonfiction topics of interest to them.</i>
<b>N</b> Parent Tips:	<b>Readers are able to process a full range of genres.</b> <i>Children are able to solve words smoothly and automatically in both silent and oral reading.</i>
<b>O</b> Parent Tips:	<b>Readers have very similar genre characteristics as Level N. They can process complex sentences and solve new vocabulary words.</b> <i>At this level children should be able to read and fully understand the text.</i>
<b>P</b> Parent Tips:	<b>Readers can identify the characteristics of a full range of genres.</b> <i>As children encounter more abstract text it is crucial that it can be comprehended by the child.</i>

### Math

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### Science

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### Social Studies

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### Specials\General Comments

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