

PAUSD Grade 1 Progress Report: _____ Elementary School

Student Name _____ **Birthdate** _____ **Teacher** _____ **School Year** _____

Grade-Level Proficiency				Attendance	1st	2nd	3rd	Additional Support and Services:
Making limited progress toward end of year grade-level standard	Making expected progress toward end of year grade-level standard	Meeting end of year grade-level standard	Exceeding end of year grade-level standard	Days absent				<input type="checkbox"/> ELD
				Days tardy				<input type="checkbox"/> Reading Specialist
Low-Range ✓-	Mid-Range ✓	Upper-Range ✓+		Ending date				<input type="checkbox"/> Other _____
N/T—Not taught during reporting period		N/A—Not assessed during reporting period						

Language Arts	1st				2nd				3rd		
	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Meeting Standard	Exceeding Standard
Reading											
Shows interest in and enjoys reading											
Identifies letter names											
Identifies letter sounds											
Reads grade-level sight words											
Uses a variety of reading strategies											
Reads and comprehends grade-level materials											
Identifies main characters and beginning, middle, and ending of a story											
Writing/Spelling											
Writes to convey a story or idea											
Writes complete sentences independently using prompts and environmental print											
Begins to use descriptive words in writing											
Uses capitalization and ending punctuation appropriately											
Writes using phonetic spelling and applies spelling patterns											
Spells and uses 100% and core words correctly											
Spaces letters, words, and sentences appropriately											
Uses appropriate pencil grip											
Writes legibly											

Language Arts (Cont.)	1st				2nd				3rd		
	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Meeting Standard	Exceeding Standard
Listening/Speaking											
Listens to and recites rhymes, songs, chants, and poems from memory											
Listens to and follows simple 2-3 step directions											
Listens to stories											
Comprehends and retells stories											
Takes part in class discussions											
Expresses ideas in complete sentences/stays on topic											
Speaks audibly and fluently											
Science											
Scientific Process Skills											
Makes and records simple observations											
Uses scientific tools (hand lens, ruler, and balance scale)											
Participates in investigative classroom activities and discussions											
Life, Physical, Earth Sciences											
Understands the needs of living things											
Investigates how forces of gravity, momentum, and friction work with balls and ramps											
Understands properties of pebbles, sand, and silt											

	1 st				2 nd				3 rd			
	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Meeting Standard	Exceeding Standard	
Mathematics												
Number Sense and Operations												
Counts by ones past 100, by twos, fives and tens to 100												
Reads and writes numbers up to 100												
Understands and uses numbers up to 100												
Represents equivalent forms of the same number (to 20) (e.g., 8 may be represented as 4+4, 5+3, 2+2+2+2, 10-2)												
Counts and groups objects in ones and tens												
Identifies and knows the value of coins and shows different combinations of coins that equal the same value (e.g. 25¢ may be represented as 3 nickels + 1 dime, 25 pennies, 5 nickels)												
Demonstrates fluency with basic number combinations for addition facts (sums to 10)												
Demonstrates fluency with basic number combinations for subtraction facts (up to 10)												
Recognizes and makes reasonable estimates when comparing larger and smaller quantities												
Algebra and Functions												
Creates and solves story problems and justifies answers using pictures, diagrams, words, and/or number sentences												
Recognizes, describes, and extends repeating patterns (e.g. ABAC, AABC)												

	1 st				2 nd				3 rd			
	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Expected P rogress	Meeting Standard	Exceeding Standard	Limited Progress	Meeting Standard	Exceeding Standard	
Mathematics (cont'd.)												
Measurement and Geometry												
Compares the length of two or more objects by using direct comparison or a nonstandard unit												
Tells time to the nearest half hour and relates time to events (e.g.. lunch is around 12 o'clock noon)												
Classifies and describes 2D and 3D objects by their attributes												
Data Analysis and Probability												
Collects, organizes and represents data												
Interprets and draws conclusions from data												
Sorts and classifies objects by common attributes, describes the categories and organizes the information												
Problem Solving and Mathematical Reasoning												
Explains and justifies solutions and strategies using mathematical vocabulary												

Student Name _____ Grade 1

	1 st				2 nd				3 rd		
	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Expected Progress	Meeting Standard	Exceeding Standard	Limited Progress	Meeting Standard	Exceeding Standard
Social Studies											
Demonstrates confidence, social skills, ability to accept responsibility, take turns, and understands the rights and individual responsibilities of citizenship											
Understands traditions that express American ideals and the diversity of cultures that form our nation											
Locates on a large map, globe or large community map, familiar community places, California, the United States, the seven continents, and the four oceans											
Constructs simple timelines that show students' birthdays, classroom events, and school events											
Demonstrates knowledge of self and others, such as Native Americans and immigrants who have helped define Californian and American culture											

I Improvement Needed	O Often	C Consistently
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Social Skills	1 st			2 nd			3 rd		
	I	O	C	I	O	C	I	O	C
Demonstrates self-confidence and independence									
Demonstrates respect/consideration for peers									
Demonstrates respect/consideration for adults									
Demonstrates respect for school property									
Resolves conflicts using appropriate strategies									
Demonstrates self-control									
Follows classroom/school rules									
Accepts personal responsibility for actions									

Explanation of the Progress Report – 1st GRADE

The primary goal of the Palo Alto Unified School District is to enable each student to learn and achieve academic success and develop effective interpersonal skills. The purpose of the **Progress Report** is to give more information about each child's progress in relation to the Palo Alto Unified School District grade-level standards. Each grade-level assesses students on the most significant standards in the areas of language arts, math, social studies, and science. **Progress Reports** are distributed three times a year. Student progress is measured in relation to the PAUSD grade-level standards for completion by the **end of the school year**. They are graded in the following manner.

Making limited progress toward grade-level standards:

The student is making some progress, but is below the level that is expected at that time of the marking period.

Making expected progress toward grade-level standards:

Indicates that the student is progressing at a sufficient rate to be able to meet the grade-level expectations by the end of the year.

Meeting end of year grade-level standards:

Indicates a student has met the standard for the end of the year in that grade.

Exceeding end of year grade-level standards:

Indicates a student has gone beyond the end of year standard for that grade.

Be sure to check the column that has been selected within each column. Students are marked in the following way:

- ✓+ indicates that the student is in the upper-range
- ✓ indicates that the student is in the mid-range
- ✓- indicates that the student is in the low-range

During the third trimester:

All of the above categories remain the same with the exception of "Making expected progress toward the grade-level standards." It is now expected that the student would meet the grade-level standard.

The letters N/T indicate that the particular standard is not taught during the indicated marking period.

In addition to written progress reports, teachers hold parent conferences during the school year.

The letters N/A indicate that a particular standard was not fully assessed during the reporting period.

English Language Learners

English Language Learners receive their instruction in all subject areas in regular classrooms with teachers certified to teach SDAIE (Specially Designed Academic Instruction in English). Their progress will be indicated on the Progress Report with any necessary additional information added in the comment section.

For grades 1-5, Music and Physical Education teachers serve large numbers of students. They give grades in the second and third trimester only.

If at any time you have questions about your child's progress, please contact your child's teacher.

In first grade, each student will...

Reading—Language Arts

Reading and Writing Skills

- build a reading vocabulary of 150 or more high frequency words
- independently read grade appropriate material
- use increasing semantic, phonetic, and structural skills to become an effective reader
- have command of letter names and sounds: initial, medial, and final
- identify main characters and the beginning, middle, and end of story
- write independently with some fluency; begin to demonstrate sentence sense and reflect logical flow of words and ideas
- begin to use conventions in spelling, punctuation, and grammar
- print legibly
- apply spelling patterns
- put spaces between words

Speaking and Listening Skills

- focus on speaker and listen with appropriate attention span
- listen and recall some facts and main ideas
- follow simple two-step directions
- share and participate in class discussions
- express ideas in complete sentences and stays with topic
- participate in singing, story-telling, drama, and poetry activities
- use age-appropriate vocabulary and speech understood by others

Mathematics

Number Sense and Operations

- counts by ones past 100, by twos, fives and tens to 100
- reads and writes numbers up to 100
- understands and uses numbers up to 100
- represents equivalent forms of the same number (to 20) (e.g., 8 may be represented as 4+4, 5+3, 2+2+2+2, 10-2)
- counts and groups objects in ones and tens
- identifies and knows the value of coins and shows different combinations of coins that equal the same value (e.g. 25¢ may be represented as 3 nickels + 1 dime, 25 pennies, 5 nickels)
- demonstrates fluency with basic number combinations for addition facts (sums to 10)
- **demonstrates fluency with basic number combinations for subtraction facts (up to 10)**
- recognizes and makes reasonable estimates when comparing larger and smaller quantities

Algebra and Functions

- **creates and solves story problems and justifies answers using pictures, diagrams, words, and/or number sentences**
- **recognizes, describes, and extends repeating patterns (e.g. abac, aabc)**

Measurement and Geometry

- **compares the length of two or more objects by using direct comparison or a nonstandard unit**
- tells time to the nearest half hour and relates time to events (e.g. lunch is around 12 o'clock noon)
- classifies and describes 2D and 3D objects by their attributes

Data Analysis and Probability

- collects, organizes and represents data
- interprets and draws conclusions from data
- sorts and classifies objects by common attributes, describes the categories and organizes the information

Problem Solving and Mathematical Reasoning

- explains and justifies solutions and strategies using mathematical vocabulary

Science

Scientific Process Skills

- use scientific tools such as the hand lens, ruler, and balance scale
- sort and classify objects based on their attributes

Encounter the "big ideas" of Life, Physical, and Earth Sciences through participation in units of study: Organisms, Pebbles, Sand, and Silt, and Balls and Ramps

- know, through care of plants and animals in class, that all living things have basic needs, grow, reproduce, and die
- understand that humans are similar to other organisms with similar needs
- care for and develop sensitivity to the needs of living things
- list ways organisms depend on and interact with their environment
- investigate and observe how forces of gravity, inertia, momentum, and friction work with balls and ramps
- describe different ways things move. Show that giving a push or a pull will change how something moves
- investigate how pebbles, sand, and silt are formed through processes of erosion
- construct an example which shows that, in moving water, earth materials settle out according to size. They are defined by their particle size

Social Studies

Participate in classroom activities around the year-long theme, A Child's Place in Time and Space

- demonstrate confidence, social skills, ability to accept responsibility, take turns, and participate in group decision making
- understand traditions that express American ideals and the diversity of cultures that form our nation
- recognize the ways in which students are all parts of the same community, sharing principles, goals, and traditions despite their varied ancestry
- locate on a large map, globe or large community map, familiar community places, California, the United States, the seven continents, and the four oceans
- construct and use a simple, fictional neighborhood map with cardinal directions and a key
- construct simple timelines that show students' birthdays, classroom events, and school events
- demonstrate knowledge of self and others, such as Native Americans and immigrants who have helped define Californian and American culture

Visual and Performing Arts

Visual Arts

- begin to identify the elements of art in the environment, and in works of art, emphasizing line, color, shape, form and texture
- mix secondary colors from primary colors and describe the process
- create artwork based on observations of actual objects and everyday scenes
- select something they like about their work of art and something they would change

Music and the Performing Arts

- read, notate, listen to and describe music
- sing songs with accuracy and use hand percussion instruments to play rhythmic and melodic ostinatos
- sing and play songs from diverse cultures
- make judgments about the quality of a musical performance
- describe how music communicates ideas and moods

Physical Education

- improve in balance, locomotor, hand-eye coordination, ball skills
- increase body strength through physical activities
- participate in group games
- demonstrate good health practices (e.g. nutrition, exercise, rest, health care)