



School Year 2015-2016

The purpose of this report card is to communicate student's current achievement of academic standards and engagement in the learning process

REPORT CARD  
EXAMPLE FOR PARENTS

**Skills That Support Learning**  
These are social skills and work habits:

- Manages Materials
- Follows Directions
- Interacts Responsibly
- Follows Classroom and School Rules

We have moved from number to letter symbols.

|          |                       |
|----------|-----------------------|
| Student: | Sunshine, Cullen      |
| School:  | Five Hawks Elementary |
| Grade:   | 01                    |

| Academic Legend:     | Symbol |
|----------------------|--------|
| Exceeds Expectations | E      |
| Meets Expectations   | M      |
| Below Expectations   | B      |
| Not Graded           | NG     |

| Skills that Support Learning Legend: | Symbol |
|--------------------------------------|--------|
| Meets Expectations                   | +      |
| Partially Meets Expectations         | *      |
| Does Not Meet Expectations           | -      |

**English Language Arts-Jaime Chilson**

|                     | Semester 1 | Semester 2 |
|---------------------|------------|------------|
| Reading             | M          | M          |
| Writing             | M          | M          |
| Language            | M          | M          |
| Foundational Skills | M          | M          |

| Skills that Support Learning | Semester 1 | Semester 2 |
|------------------------------|------------|------------|
| Completes Work On Time       | *          |            |
| Attends to the Task at Hand  | *          |            |

At the start of first grade the students established quality reading habits and learned word solving strategies. They also compared characters, studied non-fiction, found key ideas and details, retold story events and discovered similarities and differences between two books with the same topic. In foundational skills, students focused on naming upper/lower case letters and sounds, reading short vowel words, and identifying end marks. In language, students worked on writing complete sentences, phonetically spelling unfamiliar words and using correctly spelled sight words. During writing students produced pattern books and small moments stories.

Teacher Comments : Cullen is doing nicely in his reading and writing.

A course description and a teacher narrative are reported next to every subject.

**Math-Jaime Chilson**

|                               | Semester 1 | Semester 2 |
|-------------------------------|------------|------------|
| Number and Operations         | M          | M          |
| Geometry and Measurement      | M          | M          |
| Algebra                       | M          | M          |
| Data Analysis and Probability | M          | M          |

| Skills that Support Learning | Semester 1 | Semester 2 |
|------------------------------|------------|------------|
| Completes Work On Time       | *          |            |
| Attends to the Task at Hand  | *          |            |

This semester the students studied early number activities, addition and subtraction equations, story problem strategies, and basic ten-structured concepts. They applied basic foundational skills to greater numbers using higher level thinking.

Teacher Comments :

**Science-Jaime Chilson**

|                                       | Semester 1 | Semester 2 |
|---------------------------------------|------------|------------|
| The Nature of Science and Engineering | M          | M          |
| Physical Science                      | M          | M          |
| Earth and Space Science               | M          | M          |
| Life Science                          | M          | M          |

| Skills that Support Learning | Semester 1 | Semester 2 |
|------------------------------|------------|------------|
| Completes Work On Time       | *          |            |
| Attends to the Task at Hand  | *          |            |

The students explored an introduction to science by learning about the work and tools of a scientist. To record observations, scientific notebooks were established. In the unit, Rocks and Soil, students grouped and sorted rocks and described their differences and similarities. The learners also compared the three types of soil: clay, sandy and humus. Environmental Education and E-STEM lessons were also a focus.

Teacher Comments :

Grades are reported by strand and reflect student learning of state standards. A strand is a consistent thread in a subject's content area.

Teachers report Skills that Support Learning next to every subject content area: English, Math, Science, Social Studies, PhyEd, Art and Music.