

Geary County USD 475 Grade Card Guide for 1st Grade

EVALUATION MARKS

- Used for Student Responsibilities and Academic Skills.
 - 4= Exceeds Expectation**
 - 3= Meets Expectation**
 - 2= Approaches Expectation**
 - 1= Below Expectation**
- Not all sub-skills will be assessed each quarter. Sub-skills not assessed will be left blank. **Expectation is for mastery of skills by end of year..**

READING

Standard 1: Reading

Associates letters to sound

- 4 = produces more sounds than introduced
- 3 = produces 100% of sounds introduced**
- 2 = produces 80% of sounds introduced
- 1 = produces less than 80% of sounds introduced

Uses phonetic skills

- 4 = uses decoding skills beyond those introduced
- 3 = uses skills in decoding consistently**
- 2 = uses skills in decoding inconsistently
- 1 = does not use skills in decoding

Reads high frequency sight words

**using district word lists*

By the end of 1st Quarter-

- 4 = reads first 50 words
- 3 = reads first 25 words**
- 2 = reads 20 to 24 words
- 1 = reads less than 20 words

By the end of 2nd Quarter-

- 4 = reads first 75 words
- 3 = reads first 50 words**
- 2 = reads 40 to 49 words
- 1 = reads less than 40 words

By the end of 3rd Quarter-

- 4 = reads all 100 words
- 3 = reads first 75 words**
- 2 = reads 60 to 74 words
- 1 = reads less than 60 words

By the end of 4th Quarter-

- 4 = reads all 100 words + 25 words of 2nd grade list
- 3 = reads all 100 words**
- 2 = reads 80 to 99 words
- 1 = reads less than 80 words

Predicts outcomes

**Student predicts reasonable outcome*

- 4 = accurate/detailed prediction
- 3 = accurate prediction**
- 2 = prediction not connected to story
- 1 = not able to predict

Uses self-correction skills

**Using a miscue analysis*

- Yes (Y) = self corrects when reading**
- No (N) = never self corrects**

Reads on grade level

***Grade determined by words per minute, comprehension, and fluency.**

Words per minute

** wcpm=words correct per minute*

By the end of 1st Quarter-

- 4 = reads 26 + wcpm
- 3 = reads 20 to 25 wcpm**
- 2 = reads 11 to 20 wcpm
- 1 = reads less than 10 wcpm

By the end of 2nd Quarter-

- 4 = reads 41+ wcpm
- 3 = reads 30 to 40 wcpm**
- 2 = reads 20 to 29 wcpm
- 1 = reads less than 20 wcpm

By the end of 3rd Quarter-

- 4 = reads 51 + wcpm
- 3 = reads 41 to 50 wcpm**
- 2 = reads 30 to 40 wcpm
- 1 = reads less than 30 wcpm

By the end of 4th Quarter-

- 4 = reads 61+ wcpm
- 3 = reads 60 wcpm**
- 2 = reads 41 to 59 wcpm
- 1 = reads less than 40 wcpm

Comprehends text

**Test on their instructional level*

Scoring:

- 4 = 100%
- 3 = 80%**
- 2 = 70%
- 1 = comprehends less than 70%

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Reads fluently

**Using a leveled text and giving sufficient independent practice time.*

4 = reads fluently with expression

3 = reads fluently

2 = reads with mixed phrasing

1 = reads word by word

Standard 2: Literature

**All literature elements can be tested through read alouds or using a familiar story without picture prompts in written or oral forms.*

Retells story in sequence

4 = retells story in sequence including details

3 = retells story in sequence

2 = retells story out of sequence

1 = not able to retell story

Identifies fiction/non-fiction,

4 = identifies correct genre with detailed explanation

3 = correct genre is identified but no explanation

2 = inaccurate identification but correct explanation

1 = not able to identify

Character

4 = compares and contrasts characters

3 = names main and supportive characters

2 = names main characters

1 = not able to identify

Setting

4 = describes place and time

3 = identifies place and time

2 = identifies time or place

1 = not able to identify

Problem/Solution

4 = identifies both accurately with elaboration

3 = identifies problem and solution

2 = identifies either problem or solution

1 = not able to identify

MATHEMATICS

Standard 1: Number/Computation

Identifies numbers

4=identifies numbers greater than 201

3=identifies numbers to 200

2= Identifies numbers to 100

1= shows little understanding

Orders Numbers

4 = accurately orders numbers higher than 201

3 = accurately orders numbers to 200

2 = orders numbers to 100

1 = not able to order numbers

Writes #'s 0-201 in correct order

4 = writes above 201

3 = writes to 201 without transposing numbers

2 = writes to 100 without transposing #'s

1 = random number order

Counts by 1's, 2's, 5's, & 10's to 201

4 = counts above 201

3 = counts to 201

2 = can consistently count to 100

1 = shows no understanding of number patterns

Counts backwards from 201

4 = counts backwards from 210

3 = counts backwards from 110

2 = shows understanding of concept but struggles with transitions

1 = does not show understanding of concept

Recognizes and states values of P, N, D, Q, and \$1, \$5, \$10

4 = writes the value of all coins in both cents notation and dollars-and-cents notation.

3 = names & states value of P, N, D, Q, \$1, \$5, \$10

2 = names & states value of 3/4 coins

1 = names & states value of 1 or 2 coins

Counts coins combinations

4 = counts mixed coins using P,N,D,Q

3 = counts mixed coins using P,N,D

2 = counts like coins using P,N,D

1 = shows little knowledge of concept

Recognizes odd/even numbers to 50

4 = recognizes odd/even numbers to 50+

3 = recognizes odd/even numbers to 50

2 = recognizes odd/even one digit numbers

1 = does not recognize odd/even

Estimates within reason

Using familiar items-quantities of 30-50

4 = estimates within 5 of actual

3 = estimates within 10 of actual

2 = estimates within 15 of actual

1 = shows little understanding of the concept

Solves addition/ subtraction problems

4 = solves problems to/from 10 with automaticity consistently

3 = solves problems to/from 10 consistently

2 = solves problems to/from 10 with some errors

1 = shows little knowledge of concept

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Solves 2 digit addition/ subtraction problems

- 4 = solves problems greater than 2 digits
- 3 = solves problems w/out regrouping**
- 2 = solves either addition/subtraction problems without regrouping
- 1 = shows little knowledge of concept

Identifies place value in 3-digit #'s

- 4 = identifies 4+ digit numbers
- 3 = identifies 3-digit numbers**
- 2 = identifies 2-digit numbers
- 1 = shows little knowledge of concept

Identifies fractions: half, third, fourth

- 4 = identifies additional fractions
- 3 = identifies 1/2, 1/3, 1/4**
- 2 = identifies 1/2
- 1 = shows little knowledge of concept

Standard 2: Algebraic Concepts

Identifies and extends patterns

- 4 = applies number patterns in more than one format
- 3 = builds and extends number patterns**
- 2 = identifies and extends shape patterns
- 1 = shows little knowledge of concept

Demonstrates calendar skills

- 4 = applies calendar skills (What date is the third Tuesday?)
- 3 = knows basic calendar skills plus seasons and yesterday, today and tomorrow**
- 2 = knows basic calendar skills plus days, months and years
- 1 = shows little knowledge of concept

Compares #'s 0 – 200

- *Reads and writes <, >, and =.
- 4 = compares #'s to 200+, reads and writes symbols
- 3 = compares #'s 0 – 200, reads and writes symbols**
- 2 = compares #'s 0 – 100, reads or writes symbols
- 1 = shows little knowledge of concept

Standard 3: Geometry

Names 2-D and 3-D Geometric shapes:

- 2-Dimensional:** trapezoid, rhombus, hexagon, rectangle, triangle, ellipse, circle, and square
- 3-Dimensional:** cone, sphere, cylinder, cube, rectangular prism,
- 4 = names all 2-D & 3-D shapes and additional shapes (parallelogram, octagon, pyramid)
- 3 = names all 2-D & 3-D shapes and draws all 2-D shapes**
- 2 = names and draws 2-D shapes
- 1 = names only 2-D shapes

Measures to the nearest unit

- 4 = accurately measures to the nearest cm and 1/2 inch
- 3 = accurately measures to the nearest 1 cm or 1 inch**
- 2 = beginning to show understanding
- 1 = accurately measures nonstandard unit

Reads/writes time to the hour/half hour

- 4 = reads and writes time to 5 or less minutes
- 3 = reads and writes time to half - hour**
- 2 = reads and writes time to hour
- 1 = shows little knowledge of concept

Standard 4: Data

Records/counts tally marks

- 4 = records and counts tally marks above 50
- 3 = records and counts tally marks to 50**
- 2 = records or counts tally marks to 30
- 1 = shows little knowledge of concept

Interprets gathered data

- 4 = accurately interprets and explains data
- 3 = accurately interprets data**
- 2 = interprets data with some errors
- 1 = shows little knowledge of concept

Uses problem solving strategies

- 4 = shows correct answers with explanation
- 3 = shows correct answer**
- 2 = incorrect answer with correct explanation
- 1 = incorrect answer & incorrect explanation

WRITING

Ideas/Content, Organization, & Conventions

The *First Grade* 5 point scale provided by the district will be used for assessment

Letter and Number formation/spacing

*Cumulative evaluation from daily work

- 4 = writes legibly all of the time with no reversals
- 3 = writes legibly most of the time**
- 2 = writes legibly some of the time
- 1 = does not write legibly

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SOCIAL STUDIES/SCIENCE

Comment box may be used for sub-skill or theme identification.

SPELLING

This score may be based on tests, dictation, daily work or other classroom projects determined by the teacher.

STUDENT RESPONSIBILITIES

- **Uses Active Listening**- pays attention to the person speaking
- **Cooperates with others**- works and plays well with others
- **Respects peers/adults**-is kind and polite
- **Accepts correction**- makes suggested changes to work or behavior without difficulty
- **Does personal best**- puts forth their best effort
- **Assumes responsibility**- completes/returns assignments, is a dependable student, follows classroom/building guidelines

Grade Level Next Year

Placement or promotion must be indicated in this area at the end of the school year.

Modifications

- The box must be checked if the student had additional assistance or changes to assignments were made for that subject during the quarter.