



First Grade Performance Report

Name:
Student ID:
Teacher:

Grade:
School Year: 2020-2021

Performance Scale	
4	Exceeds: Work exceeds standards and shows in-depth understanding that goes beyond what was explicitly taught.
3	Proficient: Work at this level meets grade level expectations.
2	Developing: Student work is developing, but is not meeting grade level expectations.
1	Emergent: Student work is beginning to show progress/understanding.
0	Area of Concern: Student does not demonstrate understanding and application of the standard at this time.
N/A	Standard was not assessed during this time period.

Attendance	1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.
Days Absent				
Tardies				

English Language Arts	Qtr. 1	Qtr.2	Qtr. 3	Qtr. 4
Reading				
1.R.1.A.d: Develop and apply skills to the reading process by retelling main ideas in sequence including key details.	N/A			N/A
1.R.1.A.e: Develop and apply skills to the reading process by recognizing beginning, middle and end.		N/A	N/A	
1.R.3.B.a: Read, infer, and draw conclusions to distinguish between fiction and nonfiction.			N/A	N/A
1.R.3.C.e: Read, infer, and draw conclusions to identify similarities and differences between texts on the same topic.	N/A	N/A		
Reads at expected grade level				
Reading Foundation Skills (Pathways to Reading)				
1.RF.2.A.b: Distinguish vowel sounds.			N/A	N/A
1.RF.3.A.d: Develop phonics in the reading process by producing consonant digraphs.	N/A			N/A
1.RF.3.A.e: Develop phonics in the reading process by combining sounds from letters and common spelling patterns to create and decode recognizable words.	N/A	N/A		
1.RF.3.A.j: Reading high frequency words.				
Writing				
1.W.2.C.a.c: Narrate a story or experience by placing the events in the order they occurred.		N/A	N/A	
1.W.2.B.a.c: Introduce a topic or text being studied and supply facts that follow a sense of order in writing.	N/A		N/A	N/A
1.W.2.A.b: State an opinion about the topic or text and provide a reason for the opinion.	N/A	N/A		N/A
Language				
1.L.1.B.a: In speech and written form, apply standard English grammar to print legibly, using correct spacing between words and sentences.	N/A	N/A		
1.L.1.A.g: In speech and written form, apply standard English grammar to produce complete simple sentences.			N/A	N/A
1.L.1.A.g: In speech and written form, apply standard English grammar to produce complete compound sentences.	N/A	N/A		
1.L.1.B.b: In written text use ending punctuation.	N/A			
1.L.1.B.e: In written text spell words using regular spelling patterns.	N/A			
Math				
1.RA.A.3: Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6=6$, $7=8-1$, $5+2=2+5$, $4+1=5+2$	N/A	N/A	N/A	
1. RA.C.8: Demonstrating fluency for addition within 10.				
1.RA.C.8: Demonstrating fluency for subtraction within 10.				
1. RA.A.4: Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.	N/A	N/A		
1.NS.A.1: Count to 120, starting at any number less than 120.				
1.NS.A.2: Read and write numerals and represent a number of objects with a written numeral.	N/A	N/A		
1.NS.A.3: Count backward from a given number between 20 and 1.				
1.NS.A.4: Count by 5's to 100 starting at any multiple of 5.				
1. NBT.A.2: Understanding two-digit numbers are composed of ten(s) and one(s). a. The numbers from 11-19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. b. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and ones).	N/A	N/A		
1.NBT.A.3: Compare two-digit numbers using the symbols $>$, $=$, or $<$.	N/A	N/A		N/A
1.NBT.A.4: Count by 10's to 120 starting at any number.	N/A	N/A		
NBT.B.5: Add within 100 • including adding a two-digit number and a one-digit number	N/A	N/A		

<ul style="list-style-type: none"> using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction relate the strategy to a written method and explain the reasoning used Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 				
NBT.B.5: Add within 100 <ul style="list-style-type: none"> adding a two-digit number and a multiple of 10 using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction relate the strategy to a written method and explain the reasoning used 	N/A	N/A		
1. GM.B.7: Demonstrate the ability to measure length or distance using objects. a. understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	N/A	N/A		N/A
1. GM.C.8: Tell and write time in hours and half-hours using analog and digital clocks.	N/A		N/A	N/A
1.GM.B.9: Know the value of a penny, nickel, dime, and quarter.	N/A	N/A	N/A	
1.DS.A.2: Draw conclusions from object graphs, picture graphs, T-charts and tallies. (ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	N/A	N/A	N/A	
1. GM.A.4: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	N/A	N/A	N/A	
Science				
1.ESS2.D.1 Identify patterns indicating relationships between observed weather data and weather phenomena (e.g., temperature and types of precipitations, clouds and amounts of precipitation).	N/A		N/A	
1.ETS1.A.1 --Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.				
1.PS3.A.1: Identify the source of energy that causes an increase in the temperature of an object (e.g., Sun, stove, flame, light bulb).	N/A	N/A		N/A
1.LS3.A.1: Make observations to construct an evidence based account that young plants and animals are like, but not exactly like, their parents. [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.] (First quarter plants , second quarter animals)			N/A	N/A
Social Studies				
PC.1A.1: Explain how laws and rules are made and changed to promote the common good.		N/A	N/A	N/A
PC.1B.1: List the rights and responsibilities of citizens.				
E.4.A.1.1: Identify examples of private goods and services.	N/A		N/A	N/A
GS.2A.1.2: Propose peaceful resolutions of disputes in the classroom and on the playground.		N/A	N/A	N/A
G.5.A.1 and 2: Read maps and use a compass rose to identify cardinal directions.	N/A	N/A	N/A	
TS.7.A.1.1: Identify visual, graphic, and auditory aids (globes, maps)				
H.3a.G.1: Describe the contributions of non-Missourian typically studies in K-4 programs, e.g., George Washington, Abraham Lincoln, Martin Luther King Jr.	N/A	N/A		N/A
Comments				