Rockdale County Public Schools

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Standards-Based Report Card
Parent Guide

for

Performance Expectations
First Grade

Parent Guide for Student Performance Expectations
First Grade

The primary purpose of the Rockdale County School System's standards-based report cards is to clearly communicate the achievement status of students with regard to the Georgia Performance Standards (Science and Social Studies) and Georgia Standards of Excellence (ELA - English Language Arts and Math). These reporting tools aim to provide parents with the most accurate, fair, and useful information about their child's progress in school.

Throughout the year, teachers plan lessons designed to develop the skills and knowledge students need to master each of the performance standards. Each quarter, students are provided multiple opportunities to practice, attain, and demonstrate their progress toward achievement of the standards.

Each quarter, students' progress toward mastery of the standards is marked according to performance levels as described below.

Performance Level Indicators				
4	**3**	**2**	**1**	**■**
Exemplary Performance	**Meeting the Standard**	**Progressing Toward the Standard**	**Little or No Progress Toward Achievement of the Standard**	**Standard Not Assessed**

A score of 3 is the target performance level for all students. This score indicates that the student is able **consistently** and **independently** to demonstrate mastery of the learning goal. A score of 2 may indicate that the student is able to sometimes demonstrate the learning goal, but s/he is inconsistent and/or may need significant teacher assistance to reach the goal. A score of 1 indicates that the student is generally unable to demonstrate the learning goal even with much assistance and guidance. A score of 4 indicates that the student is able to independently and consistently demonstrate the learning goal AND is able to go significantly beyond the expected level of performance with greater depth and application.

The information contained in this guide describes the academic performance level that students must demonstrate to earn a 3 (Meeting the Standard) for the given standard on the report card at each 9-week interval. You will notice that performance expectations to earn a 3 (Meeting the Standard) increase each quarter as the year progresses.

Literacy Standards

Reading	Q1	Q2	Q3	Q4
Recognize features of a sentence	• Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).			
Recognize and manipulate sounds in words and syllables	• Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Orally produce single-syllable words by blending sounds (phonemes)-including consonant blends (e.g., /fl/, /gr/, etc.) • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). • Distinguish long from short vowels in spoken single syllable words. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken and written single-syllable words.			
Know and apply grade level phonics and work analysis skills	Independently and consistently, • Decode regularly spelled one-syllable words. • Recognize and read grade-appropriate irregularly spelled words. (e.g., how, saw, was).	Q1 skills and • Know final – e and common vowel team conventions for representing long vowel sounds.	Q1 and Q2 skills and… • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Know the spelling word correspondences for common consonant diagraphs (e.g., sh, ch, ph) • Read words with inflectional endings (e.g., -s, -ed, -es, -ing, -ly)	
Read high frequency words (Dolch List)	• Read automatically 60-200 high frequency words.	Independently and consistently, • Read automatically 80-210 high frequency words.	Q3 and Q4 skills … • Independently and consistently, • Read automatically 100-219 high frequency words..	
Read with accuracy and fluency to support comprehension	• Read a Saxon Phonics fluency passage 5 (on grade level) with an accuracy rate ≥ 95% and fluency rate of ≥ 15 words correct per minute.	• Read Saxon Phonics Fluency Assessment 7 with an accuracy rate ≥ 95% and fluency rate of ≥ 30 words correct per minute on the grade level passage.	• Read the grade-level Saxon Fluency Passage 15 with an accuracy rate ≥ 95% and fluency rate of ≥ 45 words correct per minute.	• Read grade-level Saxon Phonics End-of-Year Passage with an accuracy rate of ≥ 95% and a fluency rate of ≥ 60 words correct per minute.
Recognize literary elements and uses to comprehend text	• Ask and answer questions about some details in a text. • Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Q1 skills and… • Retell stories, including key details from the text and begin to demonstrate understanding of the central message or lesson. • Use illustrations and details in a story to describe its characters, setting, or events.	Q1 and Q2 skills and…. • Demonstrate understanding of the central message or lesson. • Describe characters, settings, and major events in a story, using key details. • Compare/contrast the adventures/experiences of characters in stories. • Identify words and phrases in stories or poems that suggest feelings.	Q1, Q2 and Q3 skills and… • Identify who is telling the story at various points in the text. • With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Use strategies to gain meaning from informational text	• Ask and answer questions about some details in a text. • Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, etc.) to locate key facts/information in a text.	Q1 skills and… • Identify the main topic and key details. • Use illustrations and details in a text to describe its key ideas.	Q1 and Q2 skills and… • Describe the connection between two individuals, events, ideas, or pieces of information in a text. • Identify the reasons an author gives to support points in a text. • Identify the basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Q1, Q2, and Q3 skills and. . . • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text • Distinguish between information presented by pictures or other illustrations and information provided by the words in a text. • With prompting and support, read informational texts appropriately complex for grade one.

Writing	Q1	Q2	Q3	Q4
Develop ideas, organization, and style in writing across various forms	• Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.	Q1 skills and… • Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Q1 and Q2 skills and . . . • Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Q1, Q2 and Q3 skills and… • Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. • Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • Write narratives in which students recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Use the writing process effectively	• With guidance and support from adults, focus on a topic and respond to questions and suggestions from peers and add details as needed to strengthen writing. • May include oral or written prewriting (graphic organizers).		Q1 and Q2 skills and… • With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Use sources of information effectively	• Participate in shared research and writing projects. • With guidance and support from adults, recall information from experiences to answer a question.			
Print legibly in everyday work	• Form all letters (upper/lower case) correctly on primary lined paper with appropriate spacing in and between words.			
Use appropriate capitalization and punctuation in writing	• Capitalize dates and names of people. • Capitalize initial words. • Recognize and use appropriate end punctuation in most sentences (.?).	Q1 skills and… • Use commas in dates and to separate single words in a series. (Introduced Quarter 3)		
Use common spelling patterns and appropriate sight words in writing	• Spell majority of CVC words and easy sight words correctly (e.g., a, am, I, is, my, to).	Q1 skills and… • Spell majority of long vowel (-e, common vowel patterns) correctly.	Q1 and Q2 skills and… • Know the spelling-sound correspondences for common consonant digraphs (e.g., /ch/, /ck/, /sh/, etc.).	

Language	Q1	Q2	Q3	Q4
Use parts of speech appropriately	• Use common, proper, and possessive nouns.. • Use appropriate singular nouns or plural nouns with matching verbs and basic sentences (e.g. he hops, we hop).	Q1 skills and . . . • Use verbs to convey a sense of past, present, and future.	Q1 and Q2 skills and... • Use frequently occurring adjectives. • Use determiners (e.g., articles-a, an, the-and demonstratives (e.g., this, that, these, those)	Q1, Q2 and Q3 skills and... • Use personal pronouns (I, you, me, he, they) and possessive pronouns. • Use indefinite pronouns (e.g., anyone, everything, etc.) • Use frequently occurring conjunctions. • Use frequently occurring prepositions.
Use appropriate sentence structure	• Produce complete sentences in speaking and shared language activities.	Q1 skills and… • Produce complete simple sentences in speaking and begin to expand to compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts. (Introduced in Quarter 2)		
Use vocabulary strategies to comprehend and communicate effectively	• Use sentence-level context as a clue to the meaning of a word or phrase. • Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Q1 skills and… • Identify frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking). • Use frequently occurring affixes as a clue to the meaning of words. • Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or acting out the meanings.	Q1 and Q2 skills and… • Define words by category and one or more key attributes (e.g., a dusk is a bird that swims; a tiger is a large cat with stripes). • Identify real-life connections between works and their use, (e.g. note places at home that are cozy)	• Q1, Q2, and Q3 shills and . . . • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Speaking/ Listening	Q1	Q2	Q3	Q4
Participate in collaborative conversations	• Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • Build on others' talk in conversations by responding to the comments of others through multiple exchanges. • Ask questions to clear up any confusion about the topics and texts under discussion. • Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		Q1 and Q2 skills and . . . • Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
Present ideas to others with a variety of formats	Independently and consistently, • Describe people, places, things, and events expressing ideas and feelings. • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. • Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)			

Numeracy Standards

Solve Problems	Q1	Q2	Q3	Q4
Represent and solve problems involving addition and subtraction			• Demonstrates a complete understanding of using addition and subtraction within 20 to solve word problems unknowns in all positions by using a variety of models. • Represent the problem in multiple ways including drawings and or objects/manipulatives (e.g., counters, Unifix cubes, Digi-Blocks, number lines), and equations with a symbol for the unknown. • Solve a variety of addition and subtraction word problems. • Take apart and combine numbers in a wide variety of ways. • Make sense of quantity and be able to compare numbers. • Use flexible thinking strategies to develop the understanding of the traditional algorithms and their processes. • Solve a variety of addition and subtraction word problems.	
Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20			• Demonstrates a complete understanding of solving word problems in which you add three whole numbers whose sum is less than or equal to 20 by using multiple representations, manipulatives, drawings and equations. • Add numbers in any order and be able to identify the most efficient way to solve the problem. • Solve a variety of addition and subtraction word problems.	

Addition and Subtraction	Q1	Q2	Q3	Q4
Apply properties of operations as strategies to add and subtract			• Demonstrates a complete understanding of applying properties of operations as strategies to add and subtract, including knowing that 8+3=11 so 3+8=11 (Commutative Property) and that 4+2+6 is the same as 2+10 (Associative Property).	
Understand subtraction as adding an unknown quantity			• Demonstrates a complete understanding of subtraction as an unknown-addend problem. • Connects addition to subtraction (Inverse Operation) • Applies the strategy to think addition rather than take away: Rather than 9 - 6 = ask how many would you add to six to equal nine? • Use concrete models with manipulatives to find the unknown.	

Add and Subtract within 20	Q1	Q2	Q3	Q4
Relate counting to addition and subtraction			• Demonstrates a complete understanding of relating counting to addition and subtraction. • Uses addition counting strategies (e.g., Counting All, Counting On, Counting On from the Larger Number, Counting Up and Counting Back From) to solve problems.	
Add and subtract within 20, demonstrating multiple strategies for addition and subtraction within 10			• Demonstrates a complete understanding of adding and subtracting within 20 using a variety of strategies to demonstrate fluency. • Fluently adds and subtracts within 10. • Uses "making 10" as a strategy to add and subtract within 20.	

Addition and Subtraction Equations	Q1	Q2	Q3	Q4
Determine if equations involving addition and subtraction are true or false			• Demonstrates a complete understanding of the meaning of the equal sign as balanced or "the same as" and determining if equations involving addition and subtraction are true or false.	
Determine the unknown whole number in an addition or subtraction equation			• Demonstrates a complete understanding of determining unknowns in an addition or subtraction equation relating three numbers. • Represent the problem in multiple ways including drawings and or objects/manipulatives (e.g., counters, Unifix cubes, Digi-Blocks, number lines) • Take apart and combine numbers in a wide variety of ways • Make make sense of quantity and be able to compare numbers • Use flexible thinking strategies to develop the understanding of the traditional algorithms and their processes • Solve a variety of addition and subtraction word problems.	

Counting	Q1	Q2	Q3	Q4
Count to 120, starting at any number less than 120, and represent each number	• Demonstrates a complete understanding of counting to 120 beginning with any number less than 120. • Demonstrates a complete understanding of the standard list of counting words in order, represent one-to-one correspondence/match with concrete materials up to 120. • Demonstrates a complete understanding of representations of visual models that match a visual representation of a set to a numeral, and ability to read a written numeral. • Demonstrates a complete understanding to represent numerals in a variety of ways, including tracing numbers, repeatedly writing numbers, tactile experiences with numbers (e.g., making numbers out of clay, tracing them in the sand, and writing on the white board or in the air)			

Place Value	Q1	Q2	Q3	Q4
Understand that the two digits of a two-digit number represent amounts of tens and ones				• Demonstrates a complete understanding of the value of each digit in a two-digit number. With little or no error: • Uses base ten manipulatives (e.g., base ten blocks, Digi-Blocks, Unifix Cubes, ten frames, interlocking base ten blocks) to represent two-digit numbers • Makes a connection between numerals, words, and quantities • Applies knowledge that two-digit numbers are composed of bundles of tens and leftover ones • Counts by tens and ones
Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <				• Demonstrates a complete understanding of comparing two-digit numbers using symbols. • Locates two-digit numbers on a number line to understand that numbers to the left of that number are less tan (<) that number are greater than (>) that number.

Add and Subtract within 100	Q1	Q2	Q3	Q4
Add within 100 using concrete models or drawings and strategies; explain the reasoning used				• Demonstrates a complete understanding of adding within 100 including adding a two-digit number and a one-digit number and a multiple of 10 using a variety of methods and representations. With little or no error: • Demonstrates knowledge of addition and subtraction fact families. • Models addition and subtraction using base ten manipulatives (e.g., base ten blocks, Digi-Blocks, Unifix cubes) and explain the process. • Demonstrates knowledge of place value. • Uses a variety of methods that could involve invented, flexible or standard algorithmic thinking., including composing or decomposing to ten. • Use strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
Given a two-digit number, mentally find 10 more or 10 less than the number; explain the reasoning used				• Demonstrates a complete understanding of mentally finding 10 more or 10 less than a number without counting and explain the reasoning used. • Uses a number line or hundreds chart to identify patterns and make sense of 10 more or 10 less.
Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 using concrete models or drawings and strategies; explain the reasoning used				• Demonstrates a complete understanding of subtracting multiples of 10 using strategies based on the properties of place value and/or the relationship between addition and subtraction; and relate the strategy to a written method and explain the reasoning used. With little or no error: • Uses base ten manipulatives, number lines or hundreds charts to model finding 10 less and explain reasoning • Applies knowledge of addition and subtraction fact families. • Models subtraction using base ten manipulatives (e.g., base ten blocks, Digi-Blocks, Unifix cubes) and explain the process. • Applies the knowledge of place value and skip counting by 10 from any number.
Identify dimes and understand ten pennies can be thought of as one dime	• Understand a dime as a "bundle" of ten pennies. • Understand that pennies represent ones and dimes represent groups of tens.			

Measure Lengths	Q1	Q2	Q3	Q4
Order three objects by length; compare the lengths of two objects indirectly by using a third object			• Demonstrates a complete understanding of ordering three objects by length and comparing the lengths of two objects by using a non-standard unit of measure or a third object. • Applies knowledge of the concept of transitivity (e.g. the understanding that if the length of object A is longer than the length of object B and the length of object B is longer than the length of object C, than the length of object A is longer than the length of object C).	
Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end			• Demonstrates a complete understanding of understanding the length of an object by units using multiple non-standard units of measure. • Uses knowledge that length is the distance between the two endpoints of an object • Identifies a unit of measure • Understands the uses of nonstandard (e.g., paper clips, eraser length, toothpicks) as well as standard units of measurement. • Subdivides the object by the unit (placing the unit end to end with no gaps or overlaps next to the object (iterating).	

Time	Q1	Q2	Q3	Q4
Tell and write time in hours and half-hours using analog and digital clocks			• Demonstrates a complete understanding of telling and writing time in hours and half hours using analog and digital clocks. • Connect analog clocks to circles (see shapes) where half-hours are two equal shares of 30 minutes as measured by 1/2 rotation of the minute hand from the 12 position to the 6 position.	

Represent and Interpret Data	Q1	Q2	Q3	Q4
Organize, represent, and interpret data with up to three categories	Demonstrates a complete understanding of: • Sorting data into separate categories • Displaying data in appropriate graph, such as a picture graph • Answering questions about the data such as 'Which category has more?' 'Which category has less?' 'What is the favorite snack of our class?' 'How many more stickers does Sam have than John?'			

Shapes	Q1	Q2	Q3	Q4
Distinguish between attributes that define a shape versus attributes that do not define a shape				• Demonstrates a complete understanding of distinguishing between defining attributes versus non-defining attributes by building or drawing shapes to possess defining attributes. • Sorts shapes (e.g., attribute blocks, polygon figures) by shape, number of sides, size or number of angles. • Uses geoboards, toothpicks, straws, paper and pencil, computer games to build shapes that possess the defining attributes. • Explains how two shapes are alike or how they are different from each other
Compose two-dimensional shapes or three-dimensional shapes to create a composite shape				• Demonstrates a complete understanding of composing 2-D or 3-D shapes to create a composite shape and compose new shapes from the composite shape. • Uses concrete manipulatives (e.g., pattern blocks, attribute blocks, cubes, rectangular prisms, cones, cylinders, geoboards, paper & pencil,) to create composite shapes from 2 or 3 dimensional shapes.
Partition circles and rectangles into two and four equal shares and describe				• Demonstrates a complete understanding of partitioning shapes into two and four equal shares using the correct terminology from the standard. • Uses the knowledge that the whole or unit has been partitioned into equal–sized portions or fair shares • Applies the concept of sharing equally with friends lays the foundation for fractional understanding. • Models halves and fourths with concrete materials. • Understand that dividing the same whole into more equal shares creates smaller shares.

Science Standards

Science & Engineering Practices and Crosscutting Concepts will be embedded into each quarter.

Physical Science	Q1	Q2	Q3	Q4
Obtain, evaluate, and communicate information to demonstrate the effects of magnets on other magnets and other objects	• Construct an explanation of how magnets are used in everyday life. (Clarification statement: • Everyday life uses could include refrigerator magnets, toys, magnetic latches, and name tags. • Plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.			
Obtain, evaluate, and communicate information to investigate light and sound			• Construct an explanation to observe and provide evidence that vibrating materials can make sound and that sound can make materials vibrate. • Design a signal that can serve as an emergency alert using light and/or sound to communicate over a distance. • Use observations to construct an explanation of how light is required to make objects visible. Ask questions to identify and compare sources of light. • Plan and carry out an investigation of shadows by placing objects at various points from a source of light.	

Earth Science	Q1	Q2	Q3	Q4
Obtain, evaluate, and communicate weather data to identify weather patterns		• Represent data in tables and/or graphs to identify and describe different types of weather and the characteristics of each type. • Ask questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water). • Plan and carry out investigations on current weather conditions by observing, measuring with simple weather and recording weather data • Analyze data to identify seasonal patterns of change. (Clarification statement: Examples could include temperature, rainfall/snowfall, and changes to the environment.)		

Life Science	Q1	Q2	Q3	Q4
Obtain, evaluate, and communicate information about the basic needs of plants and animals				• Develop models to identify the parts of a plant—root, stem, leaf, and flower. • Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter). • Design a solution to ensure that a plant or animal has all of its needs met.

Social Studies Standards

Historical Understandings	Q1	Q2	Q3	Q4
Describes the life of historical figures in American history			• Identifies the contributions made by Thomas Jefferson, Lewis & Clark, Sacagawea, Ruby Bridges, Benjamin Franklin, George Washington Carver and Theodore Roosevelt. • Describes at least 4 things about their everyday life as compared with present day including food, clothing, homes, transportation, communication, recreation.	

Geographic Understandings	Q1	Q2	Q3	Q4
Describes cultural and geographic systems of historical figures				Explains how the places where Thomas Jefferson Lewis & Clark, Sacagawea, Ruby Bridges, Benjamin Franklin, George Washington Carver, and Theodore Roosevelt lived, affected how the figures changed America.
Identifies and locates where they live on a map or globe	• Identifies (names) their city, county, state, nation and continent.	• Identifies (names) their city, county, state, nation, and continent.	• Identifies and locates their city, county, state, nation, and continent on a map or globe.	
Locates major topographical features of the earth's surface	• Identifies land and water features on a map and globe.	• Names all seven continents. • Names all four major oceans. • Identifies land and water features on a map and globe.	• Locates and names all seven continents. • Locates and names all four oceans. • Identifies land and water features on a map and globe.	

Civic Understandings	Q1	Q2	Q3	Q4
Describes how historical figures display positive character traits			Describes how each historical figure has demonstrated positive citizenship traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment.	
Explains the meaning of patriotic words and symbols	Explains the meaning of the words to America and America the Beautiful (i.e. brotherhood, liberty, pride and freedom).			

Economic Understandings	Q1	Q2	Q3	Q4
Identifies goods and services		Identifies goods that people make and services that people provide for each other.		
Explains scarcity			Explains that scarcity is when unlimited wants are greater than limited resources.	
Describes how people are both producers and consumers		Describes how people are both producers and consumers		
Describes costs and benefits of spending and saving				Explains that people earn income by working and that they must make choices about saving and spending.

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954 North Main Street · Conyers, Georgia 30012

770-483-4713   www.rockdale.k12.ga.us