



# Understanding Your Child's 1st and 2nd Grade REPORT CARD

*The CCSD elementary school report card is used to communicate a student's progress toward meeting the Georgia Standards of Excellence grade level expectations.*

*The report card is intended to share a student's learning successes, areas of need, and continued opportunities for growth.*

*It is one of the many ways teachers communicate with parents about their child's performance and progress.*

*Standards-based grading aims to make classroom grades more valid, reliable and transparent, ultimately providing an accurate reflection of what skills and knowledge students have mastered.*

## Why the Need for a New Reporting System?

The traditional report card for 1st and 2nd Grade students reported progress with letters such as "O" Outstanding, "S" Satisfactory, "N" Needs Improvement, or "U" Unsatisfactory in broad subject areas such as math, reading, and social studies/science. These indicators were derived from daily assignments, quizzes, and tests. They were calculated based on an average of all assignments rather than reporting on mastery of the standards.

With the change to standards-based reporting, the primary focus will be on the standards. Teachers will determine the student's current level of performance toward mastery of the standard and decide how to best support the next instructional steps.

Parents/guardians will receive a thorough explanation of skills and concepts needed in order for students to show proficiency and mastery of grade-level Georgia Standards of Excellence. Students will be more aware of expected outcomes and will better understand their current academic progress in relation to where they need to be performing by the end of the school year.

## ACADEMIC PERFORMANCE INDICATORS

In order to represent the different levels of performance a student will demonstrate during the learning process, the numbers 3, 2, and 1 are replacing the previous O, S, N, and U.

3

### **Meeting or Exceeding Standard**

Student consistently meets or exceeds grade-level expectation. Student demonstrates strong knowledge and understanding of the skills and concepts measured within the standard. Performance consistently meets or exceeds standard, and student independently produces quality work.

2

### **Approaching Standard**

Student's performance is approaching standard, and student applies learned skills with some teacher support. Student is currently demonstrating progress toward achievement of the standard.

1

### **Below Grade-Level Standard**

Student's performance is below the grade-level standard, and student needs additional teacher support and frequent re-teaching. Student is not currently demonstrating adequate progress toward achievement of the standard.

Academic Performance on Grade Level Georgia Standards of Excellence	
3	Performance consistently meets or exceeds standard, and student consistently produces quality work (grade level expectation).
2	Performance is approaching standard, and student applies learned skills with some teacher support.
1	Performance is below standard, and student needs additional support and frequent reteaching.
	Not Assessed this Quarter

Indicators of 1, 2, and 3 will measure student's academic performance on grade-level standards.

READING/ENGLISH LANGUAGE ARTS				
	Q1	Q2	Q3	Q4
<b>Reading Foundational</b>				
Understands the organization and basic features of print (RF1)				
Understands spoken words, syllables, and sounds (RF2)				
Recognizes and applies grade-level phonics and word analysis skills in decoding (RF3)				
Reads <b>grade level text</b> with sufficient accuracy and fluency to support comprehension (RF4)				
<b>Reading Literary and Informational</b>				
Asks and answers questions about key details in a text (RL1, RI1)				
Retells stories, including key details, and demonstrates understanding of their central message, lesson, or main idea (RL2, RI2)				
Describes the connection between two individuals, events, ideas, or pieces of information in a text (RI3)				
Describe the major difference between fiction and nonfiction texts and know various text features (RL5, RI5)				
<del>Compares and contrasts</del> the adventures /experiences of characters in stories (RL9)				
Identifies basic similarities and differences between two texts on the same topic (RI9)				
<b>Writing</b>				
	Q1	Q2	Q3	Q4

READING/ENGLISH LANGUAGE ARTS Continued				
	Q1	Q2	Q3	Q4
<b>Language Continued</b>				
Demonstrates command of conventions of standard English capitalization, punctuation, and spelling when writing (L2)				
Define words by category and by one or more key attributes (L5b)				
Distinguish shades of meaning among verbs and adjectives differing in manner or intensity (L5d)				
<b>Speaking and Listening</b>	Q1	Q2	Q3	Q4
Participates in conversation about first grade topics and texts with peers and adults in both small and large groups (SL1)				
Asks and answers questions to seek help, get information, or deepen understanding (SL2)				
<b>MATHEMATICS</b>				
<b>Strategies for addition and subtraction within 20</b>	Q1	Q2	Q3	Q4
Represents and solves word problems involving addition and subtraction (OA.1)				
Applies properties of operations and other strategies to add and subtract (OA.6)				
<b>Understanding number relationships and place value</b>	Q1	Q2	Q3	Q4
Counts to 120, starting at any number less than 120 (NBT.1)				
Understands place value as tens and ones (NBT.2)				

Academic Performance on Grade Level Georgia Standards of Excellence		First Nine Weeks
3	Performance consistently meets or exceeds standard, and student consistently produces quality work (grade level expectation).	Conference Requested by Teacher <input type="checkbox"/>
2	Performance is approaching standard, and student applies learned skills with some teacher support.	Conference Requested by Parent/Guardian <input type="checkbox"/>
1	Performance is below standard, and student needs additional support and frequent reteaching.	<input type="checkbox"/>

	Q1	Q2	Q3	Q4
<b>SCIENCE</b>				
Earth, Space, Physical and Life Science Concepts				
<b>SOCIAL STUDIES</b>				
Historical, Geographic, Government/Civic, and Economic Understandings				
<b>GIFTED (If Applicable)</b>				
Gifted Resource Class				
<b>Class Participation/Conduct for Art, Music, and Physical Education</b>				
3	Satisfactory			
2	Needs Improvement			
1	Unsatisfactory			
<b>ART</b>				
	Q1	Q2	Q3	Q4
Class Participation				
Conduct				
<b>MUSIC</b>				
	Q1	Q2	Q3	Q4

Behaviors that Support School Success				
3	2	1		
Consistently Demonstrates	Developing	Area of Concern		
	Q1	Q2	Q3	Q4
Completes tasks in a timely manner				
Demonstrates organizational skills				
Works independently				
Follows directions/rules				
Stays on task				
Completes assignments				
Exercises self-control				
Accepts responsibility for own actions				

Teacher comments:

Parent/Guardian Signature \_\_\_\_\_

Second Nine Weeks

Conference Requested by Teacher

Conference Requested by Parent/Guardian

Teacher comments:

Parent/Guardian Signature \_\_\_\_\_

Third Nine Weeks

Conference Requested by Teacher

Conference Requested by Parent/Guardian

Teacher comments:

*There will be future opportunities to learn, ask questions, and understand more about CCSD's new standards-based reporting system. Together, we can strengthen our partnership for learning among all stakeholders in our school community.*