A PARENT’S GUIDE TO STANDARDS-BASED REPORT CARDS

A guide for parents that explains the essential components of a standards based teaching, learning, assessment, and reporting system
Dear Families,

As St. Charles Parish Public Schools (SCPPS) continues to improve teaching and learning for all students, we know that families are our most valuable partner. Our Louisiana Student Standards [https://www.louisianabelieves.com/academics/academic-standards] set high expectations for students, staff, and schools. Achieving these career and college ready standards requires continuous progress monitoring and providing targeted support as needed. Like teachers, families need accurate and meaningful information--particularly information about student strengths and challenges in performing to high expectations—to better understand and support student learning. The Standards describe what a student should know and be able to do at each grade level in all subjects.

We believe that our K-2 report cards are a positive way in better communicating grade-level expectations for student learning. The report card will provide valuable information on your student’s performance to the standards. The report card also provides information on your child’s work habits, behavior, and effort. The standards based report card is helpful in many ways. First, it clarifies and reinforces consistent, high expectations for all SCPPS students and schools. Second, the report card helps teachers, students, and families focus on the standards throughout the school year. Finally, and most importantly, this report card provides specific feedback on progress to the standards so students, families, and teachers can work together to set meaningful goals for improvement. Information on which big ideas and concepts each child has learned and what work is still needed for success in the next grade level helps ensure that your child receives additional support—at home and school—when needed.

This Report Card Handbook provides information about our report card system, including frequently asked questions and additional background information, a description of proficiency levels, a sample report card, further detail on the content area standards included on the report card, and a list of additional resources for families. We hope you will find the Parent Handbook and the standards based report card system helpful. Please feel free to contact your child's school if you have questions or concerns.

Sincerely,

K-2 Curriculum, Instruction and Assessment Team
### Definition of Terminology for Assessing and Reporting

**Academic Content**

<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
<th><strong>Formative Assessment</strong></th>
<th><strong>Summative Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Any way in which a child’s performance is measured in comparison to an outcome or objective.</td>
<td>“Assessment for learning.” The assessments are made in order to determine a student’s knowledge and skills, including gaps. These assessments are used to plan and make instructional decisions that better support individual overall student academic performance.</td>
<td>“Assessment of learning.” These assessments are a comprehensive measure of a student’s ability to independently demonstrate concepts, skills, and knowledge embedded within a standard. These assessments are used to measure a student’s mastery of a standard.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Evidence</strong></th>
<th><strong>Feedback</strong></th>
<th><strong>Outcomes/Goals</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The available body of information that demonstrates understanding of a specified learning target.</td>
<td>Information provided to a learner that is timely and specific and provides direction toward growth and improvement.</td>
<td>Accessible outcomes or objectives for a lesson that are based on the standards and are used to inform students of the goal(s) they must meet.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Yes (Y) Meets Expectations</strong></th>
<th><strong>No (N) Does Not Yet Meet Expectations</strong></th>
<th><strong>Standard Overall Performance (SOP)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student <strong>meets</strong> grade-level expectations by applying key concepts, processes, and essential skills <strong>within the quarter or by the end of the quarter.</strong></td>
<td>Student <strong>does not</strong> meet grade level expectations and is not grasping key concepts, processes, and essential skills <strong>within the quarter or by the end of the quarter.</strong></td>
<td>Overall performance on the standard at the <strong>end of the school year</strong>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>End of Year Performance (EOY)</strong></th>
<th><strong>Pass (P)</strong></th>
<th><strong>Fail (F)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall performance for the year in Reading, and Language/Writing, and Math.</td>
<td>Student <strong>met</strong> the expectations for concepts, processes and essential skills <strong>for this academic school year.</strong></td>
<td>Student did not meet the expectations for concepts, processes and essential skills <strong>for this academic school year.</strong></td>
</tr>
</tbody>
</table>
Work habits and effort are often closely related to student achievement. It is the goal of St. Charles Parish Public Schools to have each student working to his or her potential to achieve at their highest possible level while making progress towards grade level standards.

<table>
<thead>
<tr>
<th>S=Satisfactory</th>
<th>N=Not Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory Performance</td>
<td>Needs Improvement</td>
</tr>
</tbody>
</table>

**Comment Section of the Progress Report/Report Card**

Teacher comments on the progress reports and the report card could reflect the following:
- Student strengths and/or areas of concern, both academic and behavioral;
- Individual student goals or an action plan regarding what is necessary to reach grade level expectations

**Evidence that Determines Student Level of Performance**

As students work toward achieving grade level expectations in all curriculum areas, teachers carefully consider the following in determining progress in all academic areas:
- a collection of student work over time
- multiple opportunities for students to demonstrate their daily learning in written and/or oral tasks
- application of skills in various learning settings
- assessments (formative/summative tests, exit tickets, performance tasks, observational data, etc...)
These are the levels of proficiency used to report student achievement toward Quarterly Indicators.

### Description for marking labels Y and N.

- **Y**: Student meets grade level expectations by applying key concepts, processes, and essential skills during this quarter.
- **N**: Student does not yet meet grade level expectations and is not grasping key concepts, processes, and essential skills during this quarter.

### Reading Standards for Foundational Skills

- **Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). [RF.1.1a]**
- **Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. [RF.1.2c]**
- **Read on-level text with purpose and understanding. [RF.1.4a]**

### Reading Standards for Literature

- **Ask and answer questions about key details in a text. [RL.1.1]**

### Language/Writing Standards

- **Demonstrate command of the conventions of Standard English: grammar and usage, capitalization, punctuation, and spelling when writing. [L.1.1–2]**
These are the levels of proficiency used to report student achievement toward Quarterly and End of Year Indicators.

<table>
<thead>
<tr>
<th>Label</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets expectations: [Y]</td>
<td>Student meets grade level expectations by applying key concepts, processes, and essential skills at the end of the year.</td>
</tr>
<tr>
<td>Does not yet meet expectations: [N]</td>
<td>Student does not meet grade level expectations and is not grasping key concepts processes, and essential skills at the end of the year.</td>
</tr>
</tbody>
</table>

| Standard Overall Performance: [SOP] | Overall performance on the standard at the end of the school year. |
| End of Year Performance: [EOY] | Overall performance for the year in Reading, Language/ Writing, and Math. |

This box reflects the student’s overall performance of the Final Report Cards will have an End of Year Performance marking of a P or F.

### Assignment for Next Year:

**Teacher’s Signature/Date:**

<table>
<thead>
<tr>
<th><strong>READING STANDARDS FOR FOUNDATIONAL SKILLS</strong></th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>SOP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish long and short vowels when reading regularly spelled one-syllable words. [RF.2.3a]</td>
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<td>Identify words with inconsistent but common spelling-sound correspondences. [RF.2.3e]</td>
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<td>Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]</td>
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<td>Describe how characters in a story respond to major events and challenges. [RL.2.3]</td>
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<th>Q4</th>
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Frequently Asked Questions

• How does a standards-based report card help parents?

➢ Standards-based report cards enable parents to receive accurate information based on student progress throughout the marking period. In addition, they promote more detailed and meaningful conversations at parent/teacher conferences, allow for careful and precise monitoring of student achievement, and reflect grade-level standards and expectations so parents gain a complete idea of student progress and ways to support their child’s learning.

• Why are some areas slashed?

➢ It is possible that while a standard is introduced and assessed throughout the year, it may not be reported out in a quarter. In standards based reporting, students will have ample time to demonstrate sufficient understanding.

• How does the quarterly progress report help me monitor my child’s progress?

➢ The progress report is a tool that will communicate your child’s academic growth at a point in time within the quarter. It will help you keep track of how your student is performing before the marking of the report card. The purpose of the progress report is to provide parents with a clear understanding of their student’s levels of understanding of skills and concepts within the quarter – not by the end of the quarter. Students who receive a Y on a progress report are meeting quarterly expectations which are good predictors that the student is on track for meeting the expectation by the end of the quarter. Students who receive an N on a progress report are not meeting quarterly expectations which again are good predictors that additional support (by both the school and the home) should be put in place for the student.

• What if a child is not progressing toward a grade level standard?

➢ If a student is working below a grade level standard, the student would receive an N (not meeting expectations-not grasping key concepts, processes and essential skills at the end of a reporting period or end of the year has not yet met the part of the standard being taught throughout the quarter or the entire standard at the end of the year) on a progress report or report card. A student can show growth but not demonstrating all the skills necessary needed to eventually meet the grade level standard. Students should be showing measurable academic growth over time in each quarter.

• Can a student earn a Y and then receive an N in the next marking period?

➢ The expectations change from one marking period to the next as students move toward the end of grade-level expectations. This means: a student may be progressing toward the grade-level expectation during a marking period, but as the expectations increase, the student may not demonstrate the same level of proficiency during the next marking period.
• What is the SOP column and how does it impact my child’s promotion to the next grade?

➢ The SOP column is the student’s overall performance of the standard. Students must demonstrate adequate readiness which reflects their success with the current grade level standards and their preparation for the next grade’s curriculum. As well, it could reflect when students are not demonstrating adequate readiness of the current grade level standards and may reflect not being fully prepared for the next grade’s curriculum. Students with all Y’s in the SOP column will be promoted. Students who have Y’s and N’s in the SOP column will be discussed by the teacher and administrator and/or the School Building Level Committee (SBLC) to determine appropriate placement decision.

• What happens if my child has all N’s in the SOP column of the report card?

➢ Students who have all N’s in the fifth column titled Standard Overall Performance (SOP) of the report card will receive an F in the End of Year Performance box and shall be referred to the School Building Level Committee (SBLC) for final determination of placement or retention. So, monitor your child’s progress throughout the quarters to determine when you should reach out to your child’s teacher/school for additional support. Earlier is always better.

• What does “a student must meet requirements of the Pupil Progression Plan” mean?

➢ In order for students to be promoted to the next grade in SCPPS, they must demonstrate consistently their academic readiness for the next grade. The report card has identified the required standards to be mastered by the end of the year. The standards on the report card reflect the necessary pupil progression plan for each grade level.

• How are English Language Learners (ELL) who are still acquiring English language speaking and literacy skills graded?

➢ Students are assessed at their current grade level using the appropriate grade-level standard based report card. During parent conferences, teachers will discuss with parents the following: the child’s current level of English proficiency; the child’s opportunity to learn the content and/or ability to demonstrate the appropriate grade-level standards.
Four Main Components of a Standards Based System

- **CONTENT STANDARDS** – What a student should know and be able to do at a given grade level.

- **CURRICULUM & INSTRUCTION** – A roadmap for teachers to ensure that students are learning the skills for their grade level.

- **ASSESSMENTS** – Just like quizzes and tests, assessments measure learning and the extent to which a student has met the grade level content standards.

- **REPORT CARD** – The standards-based report card shows a student’s progress toward meeting content standards (specific skills) up to that point in the school year.

Learning Standards

- **Exceeding**
- **Meeting**
- **Approaching**
- **Limited Progress**
Following are the indicators and Look Fors for each progress report for each grade level. These indicators are the same on the report card. Look Fors are learning behaviors a parent should be looking for when helping their child through the learning process. These Look Fors are a few examples of the direction a parent could go in supporting their child with each indicator.

First Quarter Progress Report – Kindergarten

The marks below (S, N) indicate the student performance at the end of the grading period. Satisfactory (S) = Satisfactory Performance
Not Mastered (N) = Needs Improvement

<table>
<thead>
<tr>
<th>PERSONAL AND SOCIAL DEVELOPMENT/ CONDUCT</th>
<th>Look Fors</th>
</tr>
</thead>
</table>
| Follows directions                       | • Responds to written and oral directions appropriately  
• Responds promptly to directions         |
| Completes tasks in reasonable time       | • Manages time  
• Completes tasks                         |
| Works well independently                 | • Processes information to carry through independently  
• Works without distracting others       |
| Produces quality work                    | • Uses appropriate resources and/or technology to create quality products and services  
• Produces an original product appropriate for its intended use  
• Sets goals for continuous improvement  
• Creates neat, complete work             |
| Exhibits self-motivation for learning    | • Puts forth effort  
• Tries new experiences  
• Uses appropriate resources and technology  
• Exhibits enthusiasm for learning new concepts and skills  
• Perseveres when confronted with obstacles |
| Works cooperatively                      | • Contributes to the overall efforts of a group by assuming appropriate roles  
• Shows respect for others during discussions, conversations, or debates  
• Works through negotiations and teamwork to reach a common goal  
• Establishes and maintains healthy and rewarding relationships with diverse individuals and groups |
| Interacts appropriately with peers       | • Shows respect for peers  
• Is polite and courteous to peers in different settings  
• Offers reasoning and support when discussing or explaining thoughts to others  
• Communicates clearly, listens actively, and seeks and offers help when needed |
| Demonstrates respect for self and others | • Is polite and courteous  
• Respects self and others  
• Respects rights and property of others  
• Takes the perspective of and empathizes with others from diverse background and cultures |
| Respects authority                       | • Listens to adults, rubrics from cooperative learning activities shall be maintained to support the mark (S or N) assigned. To ensure uniformity in interpreting the report card indicators, each is explained or an example is given below.  
• Responds appropriately  
• Uses a respectful tone  
• Uses appropriate gestures and body language |
| Demonstrates self-control                | • Recognizes one’s emotions and thoughts and their influence on behavior |
• Thinks before reacting
• Assesses strengths and limitations and possesses a well-grounded sense of confidence and optimism

Accepts responsibility for actions
• Does not blame others
• Identifies own inappropriate actions
• Problem-solves
• Accepts consequences without complaining

Observes rules and regulations
• Follows school, classroom, bus, playground, lunchroom, and enrichment rules

Second Quarter Progress Report – Kindergarten

Reading Standards for Foundational Skills

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.K.3]

• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. [RF.K.3a]

Considerations:
• Does the student know the basic consonants taught? And the most frequent sounds for each consonant?
• Does the student recognize what they know about letter sound relationships when they are read to aloud?
• Does the student use phonics together with what makes sense and sounds right?
• Does the student know the difference between the letter and the sound?
• Read common high-frequency words by sight. [RF.K.3c]

Considerations:
• Can the student read high-frequency words accurately and quickly without sounding them out?
• Does the student identify and read high frequency words in text?

Considerations:
• Can the student read high-frequency words accurately and quickly without sounding them out?
• Does the student identify and read high frequency words in text?
• Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. [RF.K.2d]

Considerations:
• Does the student hear the beginning, middle, and ending sounds in spoken single syllable words?
• Does the student pronounce the beginning, middle, and ending sounds in spoken syllable words?
• Can the student recognize and match the initial sounds in spoken single-syllable words?
• Can the student recognize and match the medial vowel sounds in spoken single-syllable words?
• Can the student recognize and match final sounds in spoken single-syllable words?

Language/Writing Standards

Uses a combination of drawing, dictating, and writing to compose opinion, informative or narrative pieces. [K.W.1-3]

Considerations:
• Does the student’s drawing tell a story?
• Does the student’s dictated words match the picture?
• Does the student provide details to his/her picture (s)?
• Can the student decide what picture they want to draw to go with their words?

Math Standards

Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). [K.CC.A.3]

* The focus will be numbers 0-10 during this quarter.

Considerations:
• Can the student represent the number of objects to match the written numbers within 10?
• Can the student demonstrate that 0 represents a count of no objects?
• Does the student show an understanding of 1-to-1 matching-numbers to objects counted?

Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

[K.CC.B.5] * The focus will be numbers 0-10 during this quarter.

Considerations:
• Does the student understand a quantity does not change if objects are rearranged using numbers 0-10?
• Is the student able to 1-1 match number words to objects but continues to recount when objects are rearranged?
• Can the student count objects to answer “how many?” questions?
• Can the student given a number from 1-20, count out that many objects?

### Third Quarter Progress Report – Kindergarten

#### Reading Standards for Foundational Skills

**Know and apply grade-level phonics and word analysis skills in decoding words. [RF.K.3]**

<table>
<thead>
<tr>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. [RF.K.3a]</td>
</tr>
<tr>
<td><strong>Considerations:</strong></td>
</tr>
<tr>
<td>Does the student know the basic consonants taught? And the most frequent sounds for each consonant?</td>
</tr>
<tr>
<td>Does the student apply what they know about letter sound relationships when they read on their own?</td>
</tr>
<tr>
<td>Does the student use phonics together with what makes sense and sounds right?</td>
</tr>
<tr>
<td>Does the student know the difference between the letter and the sound?</td>
</tr>
<tr>
<td><strong>Considerations:</strong></td>
</tr>
<tr>
<td>Read common high-frequency words by sight. [RF.K.3c]</td>
</tr>
<tr>
<td><strong>Considerations:</strong></td>
</tr>
<tr>
<td>Can the student read high-frequency words accurately and quickly without sounding them out?</td>
</tr>
<tr>
<td>Does the student identify and read high frequency words in text?</td>
</tr>
</tbody>
</table>

**Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. [RF.K.2d]**

**Considerations:**
• Does the student hear the beginning, middle, and ending sounds in spoken single syllable words?
• Does the student pronounce the beginning, middle, and ending sounds in spoken syllable words?
• Can the student recognize and match the initial sounds in spoken single-syllable words?
• Can the student recognize and match the medial vowel sounds in spoken single-syllable words?
• Can the student recognize and match final sounds in spoken single-syllable words?

#### Language/Writing Standards

**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [K.L.2]**

<table>
<thead>
<tr>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitalize the first word in a sentence and the pronoun I. [K.L.2a]</td>
</tr>
<tr>
<td><strong>Considerations:</strong></td>
</tr>
<tr>
<td>Does the student recognize that the first letter in a sentence within a text is capitalized?</td>
</tr>
<tr>
<td>Does the student capitalize the first word in a sentence?</td>
</tr>
<tr>
<td>Does the student know that the pronoun I should be capitalized?</td>
</tr>
<tr>
<td>Does the student capitalize the pronoun I when writing and spelling?</td>
</tr>
<tr>
<td><strong>Considerations:</strong></td>
</tr>
<tr>
<td>Recognize and name end punctuation. [K.L.2b]</td>
</tr>
<tr>
<td><strong>Considerations:</strong></td>
</tr>
<tr>
<td>Does the student understand the purpose of end punctuations?</td>
</tr>
<tr>
<td>Does the student recognize and name end punctuation?</td>
</tr>
<tr>
<td>Can the student recognize and name end punctuations from a read aloud?</td>
</tr>
</tbody>
</table>
Does the student recognize and name end punctuation in text?**

Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). [K.L.1d]

**Considerations:**
- Does the student understand what a question is?
- Does the student understand when and how to use a question?
- Does the student understand and use questions words in speaking and writing?

Uses a combination of **drawing, dictating,** and writing to compose opinion, informative or narrative pieces. [K.W.1-3]

**Considerations:**
- Does the student's drawing reflect the purpose of the writing?
- Does the student's dictated words match the picture?
- Does the student provide details to his/her picture(s)?
- Can the student decide what picture they want to draw to go with their words?

**Math Standards**

Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. [K.OA.A.2]

**Considerations:**
- Can the student count the number of objects in two groups?
- Can the child identify the numbers in both groups?
- Can the student represent addition and subtraction word problems using objects or by drawing pictures to represent the problem?

Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. [K.OA.A.3]

**Considerations:**
- Can the student count objects to 10?
- Can the student break numbers into parts?
- Does the student understand what decomposing a number means?
- Can the student use objects and/or words to show the parts of numbers?
- Does the student understand the relationship between the parts of a number?

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**Fourth Quarter Progress Report—Kindergarten**

**Reading Standards for Foundational Skills**

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.K.3]

**Considerations:**
- Does the student know the basic consonants?
- Does the student know the five major vowels and their sounds?
- Does the student look all the way through words to the end to make sure that more than just the beginning sounds and letters match?
- Can the student read common high-frequency words accurately and quickly without sounding out the word when reading?
- Does the student use what he/she knows about letter-sound relationships when they read text?
- Does the student use the code when reading grade level text?

**Language/Writing Standards**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [K.L.2]

**Considerations:**
- Does the student use a combination of upper- and lowercase letters?
- Does the child capitalize the first word in a sentence?
- Does the student capitalize the pronoun **I** when writing?
- Does the student write a letter or letters for most consonant and short-vowel sounds?
- Does the student spell words using the basic code, drawing on knowledge of sound-letter relationships?

Uses a combination of **drawing, dictating,** and **writing** to compose opinion, informative or narrative pieces.
**Considerations:**
- Does the student’s drawing reflect the purpose of the writing?
- Does the student’s dictated words match the picture?
- Does the student provide details to his/her picture (s)?
- Can the student decide what picture they want to draw to go with their words?
- Does the student’s drawing and writing clearly match an intended genre?

**Math Standards**

Gain understanding of place value: a. Understand that the numbers 11-19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. [K.NBT.A.1a]

**Considerations:**
- Does the student count numbers 11-19 using representations, such as drawings and manipulatives?
- Does the student can keep each count as a single unit?
- Does the student recognize a set of 10 objects and leftovers?
- Can the student decompose and compose numbers 11-19 using place value by using objects and drawings?
- Can the student record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8)?
- Does the student understand that the numbers 11-19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones?
- Does the student understand the place value of each number?
First Quarter Progress Report – First Grade

Reading Standards for Foundational Skills

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). [RF.1.1a]

Considerations:
- Can the student point to the first word in a sentence? Can the student point to the last word in a sentence?
- Does the student know that the first word in a sentence begins with a capital letter?
- Does the student capitalize the first word of a sentence when writing?
- Does the student know that sentences end with a period, a question mark, or an exclamation point?
- Does the student use the end punctuation marks when writing?
- Does the student know that their voice should go down when they come to a period and up when they come to a question mark or exclamation point?
- Does the student know what a period, question mark, and exclamation point mean as a reader? (As a writer?)

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. [RF.1.2c]

Considerations:
- Does the student hear the beginning, middle, and ending sounds in spoken single-syllable words?
- Does the student pronounce the beginning, middle, and ending sounds in spoken single-syllable words?
- Can the student recognize and match the initial sounds in spoken single-syllable words?
- Can the student recognize and match the medial vowel sounds in spoken single-syllable words?
- Can the student recognize and match final sounds in spoken single-syllable words?

Read on-level text with purpose and understanding. [RF.1.4a]

Considerations: (based on the CKLA Skills Reader in the quarter)
- Does the student read with purpose?
- Does the student understand what he/she is reading?
- Does the student read with expression?
- Does the student use the code to figure out words in the text?
- Can the student monitor their understanding as they read?
- Can independently gain information from the text?

Reading Standards for Literature

Ask and answer questions about key details in a text. [RL.1.1]

Considerations: (based on the CKLA Skills Reader in the quarter)
- Does the student answer questions about what happens in a text providing details about characters, settings and events?
- Does the student ask questions about what has happened in the text, about the characters, settings or events?
- Does the student use words, pictures, or clues in the text to help support their answers to questions about the text?
- Does the student use words, pictures, or clues in the text to help ask questions about the text?

Language/Writing Standards

Demonstrate command of the conventions of Standard English; grammar and usage, capitalization, punctuation, and spelling when writing. [L.1.1–2]

Considerations:
- Does the student capitalize the first letter of a sentence when writing?
- Does the student use end punctuation for sentences when writing?
- Does the student apply knowledge of how to print all upper-and lowercase letters when writing?
- Does the student convey a complete thought when writing a sentence?

Math Standards

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. [1.OA.A.1]

* The focus will be within 10 during this quarter.
Considerations:

- Can the student add and subtract within 10 to solve word problems involving situations taught within the quarter?
- Can the student add and subtract within 10 using drawings and objects to solve word problems involving situations taught within the quarter?
- Does the student use the RDW approach?
- Can the student subitize twos and threes without counting?
- Can the student make number bonds to match pictures?

### Second Quarter Progress Report – First Grade

**Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.** [RF.1.2c]

**Considerations:**
- Does the student hear the beginning, middle, and ending sounds in spoken single syllable words?
- Does the student pronounce the beginning, middle, and ending sounds in spoken syllable words?
- Can the student recognize and match the initial sounds in spoken single-syllable words?
- Can the student recognize and match the medial vowel sounds in spoken single-syllable words?
- Can the student recognize and match final sounds in spoken single-syllable words?

**Decode regularly spelled one-syllable words.** [RF.1.3b]

**Considerations:**
- Does the student know the letter-sound relationships for common consonant digraphs?
- Can the student decode regularly spelled one-syllable words when reading?
- Does the student apply knowledge of decoding regularly spelled one-syllable words when writing?

**Read on-level text with purpose and understanding.** [RF.1.4a]

**Considerations:** (based on the CKLA Skills Reader within the quarter)
- Does the student read with purpose?
- Does the student understand what he/she is reading?
- Does the student read with expression?
- Does the student use the code to figure out words in the text?
- Can the student monitor their understanding as they read?
- Can independently gain information from the text?

### Reading Standards for Literature

**Ask and answer questions about key details in a text.** [RL.1.1]

**Considerations: based on the CKLA Skills readers within the quarter**
- Does the student answer questions about what happens in a text providing details about characters, settings and events?
- Does the student ask questions about what has happened in the text, about the characters, settings or events?
- Does the student use words, pictures, or clues in the text to help support their answers to questions about the text?
- Does the student use words, pictures, or clues in the text to help ask questions about the text?

**Describe characters, settings, and major events in a story, using key details.** [RL.1.3]

**Considerations: (based on the CKLA Skills Reader in the quarter)**
- Can the student describe characters, setting and major events in a story?
- Can the student describe characters, setting and major events in a story using key details?
- Can the student describe how the main character behaves at the beginning of the story?
- Can the student tell what is happening in the story for him/her to act that way?
- Can the student describe the setting in different ways?

### Reading Standards for Informational Text

**Ask and answer questions about key details in a text.** [RI.1.1]

**Considerations: (based on the CKLA Skills Reader in the quarter)**
- Does the student answer questions about what happens in a text providing details about characters, settings and events?
- Does the student ask questions about what has happened in the text, about the characters, settings or events?
- Does the student use words, pictures, or clues in the text to help support their answers to questions about the text?
- Does the student use words, pictures, or clues in the text to help ask questions about the text?

### Language/Writing Standards

**Demonstrate command of the conventions of Standard English; grammar and usage, capitalization, punctuation, and spelling when writing.** [L.1.1 – 2]

**Considerations:**
- Does the student capitalize the first letter of a sentence when writing?
- Does the student use end punctuation for sentences when writing?
- Does the student apply knowledge of how to print all upper-and lowercase letters when writing?
- Does the student convey a complete thought when writing a sentence?
- Does the student demonstrate use of the language standards taught within the quarter in writing?

### Math Standards

**Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.** [1.OA.A.1]

*The focus will be within 10 during this quarter.*

- Can the student add and subtract within 10 to solve word problems involving situations taught within the quarter?
<table>
<thead>
<tr>
<th>Result Unknown</th>
<th>Change Unknown</th>
<th>Start Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Add to</strong></td>
<td><strong>Take from</strong></td>
<td></td>
</tr>
<tr>
<td>Two bunnies set on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? 2 + 3 = ?</td>
<td>Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? 2 + 7 = 5</td>
<td>Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? ? + 3 = 5</td>
</tr>
<tr>
<td>Five apples were on the table. I ate two apples. How many apples are on the table now? 5 – 2 = ?</td>
<td>Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? 5 – 7 = 3</td>
<td>Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? ? – 2 = 3</td>
</tr>
<tr>
<td><strong>Put Together / Take Apart</strong></td>
<td><strong>Total Unknown</strong></td>
<td><strong>Addend Unknown</strong></td>
</tr>
<tr>
<td>Three red apples and two green apples are on the table. How many apples are on the table? 3 + 2 = ?</td>
<td>Five apples are on the table. Three are red and the rest are green. How many apples are green? 3 + 7 = 5, 5 – 3 = ?</td>
<td>Grandma has five flowers. How many can put in her red vase and how many in her vase? 5 = 0 + 5, 5 = 5 + 0 5 = 1 + 4, 5 = 4 + 1 5 = 2 + 3, 5 = 3 + 2</td>
</tr>
<tr>
<td><strong>Difference Unknown</strong></td>
<td><strong>Bigger Unknown</strong></td>
<td><strong>Smaller Unknown</strong></td>
</tr>
<tr>
<td>(<em>How many more?</em> version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? 2 + 7 = 5, 5 – 2 = ?</td>
<td>(Version with &quot;more&quot;): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? 2 + 7 = 5, 5 – 3 = ?</td>
<td>(Version with &quot;more&quot;): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? 5 = 0 + 5, 5 = 5 + 0 5 = 1 + 4, 5 = 4 + 1 5 = 2 + 3, 5 = 3 + 2</td>
</tr>
<tr>
<td>(<em>How many fewer?</em> version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? 2 + 7 = 5, 5 – 2 = ?</td>
<td>(Version with &quot;fewer&quot;): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? 2 + 7 = 5, 5 – 3 = ?</td>
<td>(Version with &quot;fewer&quot;): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? 5 = 0 + 5, 5 = 5 + 0 5 = 1 + 4, 5 = 4 + 1 5 = 2 + 3, 5 = 3 + 2</td>
</tr>
</tbody>
</table>

- Can the student add and subtract within 10 using drawings and objects to solve word problems involving situations taught within the quarter?

- Does the student use the RDW approach?

**Considerations:**

- Can the student count on to add?
- Can the student count on to make a 10?
- Does the student use representations of 5-group to make 10?
- Does the student see numbers as parts and wholes rather than as discrete counts or one part and some ones?
- Can the student add and subtract by composing and decomposing?
- Can the student decompose 10 and compose with ones?
- Student shows an understanding of the equal sign?
- Does the student demonstrate the idea of “unitizing”? (ten is shifting to be a unit instead of a ten and some ones)

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**Third Quarter Progress Report – First Grade**

**Reading Standards for Foundational Skills**

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. [RF.1.2c]

**Considerations:**

- Does the student hear the beginning, middle, and ending sounds in spoken single syllable words?
- Does the student pronounce the beginning, middle, and ending sounds in spoken syllable words?
- Can the student recognize and match the initial sounds in spoken single-syllable words?
- Can the student recognize and match the medial vowel sounds in spoken single-syllable words?
- Can the student recognize and match final sounds in spoken single-syllable words?

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.1.3]

**Considerations:**

- Does the student know the letter-sound relationships for common consonant digraphs?
- Can the student decode regularly spelled one and two syllable words?
- Does the student apply what they know about letter-sound relationships when reading?
- Does the student apply their knowledge of the Basic and Advanced Code together with what makes sense when reading?
**Considerations: (based on the CKLA Skills Reader within the quarter)**
- Does the student read with purpose?
- Does the student understand what he/she is reading?
- Does the student read with expression?
- Does the student use the code to figure out words in the text?
- Can the student monitor their understanding as they read?
- Can independently gain information from the text?

**Reading Standards for Literature**

Ask and answer questions about key details in a text. [RL.1.1 ]

**Considerations: (based on the CKLA Skills Reader in the quarter)**
- Does the student answer questions about what happens in a text providing details about characters, settings and events?
- Does the student ask questions about what has happened in the text, about the characters, settings or events?
- Does the student use words, pictures, or clues in the text to help support their answers to questions about the text?
- Does the student use words, pictures, or clues in the text to help ask questions about the text?

**Reading Standards for Informational Text**

Ask and answer questions about key details in a text. [RI.1.1 ]

**Considerations: (based on the CKLA Skills Reader in the quarter)**
- Does the student answer questions about what happens in a text?
- Does the student ask questions about what has happened in the text?
- Does the student use words, illustrations, or information in sentences to help support their answers to questions about the text?
- Does the student use words, illustrations, or information in sentences to help ask questions about the text?

**Language/Writing Standards**

Demonstrate command of the conventions of Standard English; grammar and usage, capitalization, punctuation, and spelling when writing. [L.1.1 – 2]

**Considerations:**
- Does the student capitalize the first letter of a sentence when writing?
- Does the student use end punctuation for sentences when writing?
- Does the student apply knowledge of how to print all upper-and lowercase letters when writing?
- Does the student convey a complete thought when writing a sentence?
- Does the student demonstrate use of the language standards taught within the quarter in writing?

**Math Standards**

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. [1.OA.A.1]

**Considerations:**
- Can the student add and subtract within 20 to solve word problems involving situations taught within the quarter?
Can the student add and subtract within 20 using drawings and objects to solve word problems involving situations taught within the quarter?

Does the student use the RDW approach?

Understand that the two digits of a two-digit number represent amounts of tens and ones. [1.NBT.B.2]

* The focus will be within 40 during this quarter.

Considerations:
- Can the student count on to make a 10?
- Does the student see numbers as parts and wholes rather than as discrete counts or one part and some ones?
- Can the student subtract by composing and decomposing?
- Can the student decompose 10 and compose with ones?
- Does the student recognize multiple tens and ones?
- Can the student represent 40 in various ways—from all ones to tens to ones?
- Can the student use a place value chart to organize units?

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. [1.NBT.B.3] * The focus will be within 40 during this quarter.

Considerations:
- Can the student compare quantities?
- Does the student identify the greater and lesser amount?
- Does the student understand and use the symbols for greater than (>) and less than (<) correctly?
- Does the student demonstrate an understanding of place value?
- Can the student use place value to determine if a number is greater or less when they recognize if the value of the 10’s? (18 is less than 21 since 2 tens already have a greater value than 1 ten 8 ones)

Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10. [1.NBT.C.4] * The focus will be within 40 during this quarter.

Considerations:
- Can the student add and subtract a multiple of 10 from another multiple of 10?
- Can the student add multiples of 10 to numbers less than 40 (e.g., 12 + 30)?
- Does the student use familiar strategies to add two-digit and single-digit numbers within 40?
- Does the student apply the Level 2 strategy of counting on?
- Does the student use the Level 3 strategy of making ten, and then making the next ten?
### Fourth Quarter Progress Report – First Grade

#### Reading Standards for Foundational Skills

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.1.3]

**Considerations:**
- Does the student know the letter-sound relationships for common consonant digraphs?
- Can the student decode regularly spelled one and two syllable words?
- Does the student apply what they know about letter-sound relationships when reading?
- Does the student apply their knowledge of the Basic and Advanced Code together with what makes sense when reading?

Read on-level text with purpose and understanding. [RF.1.4a]

**Considerations:** *(based on the CKLA Skills Reader within the quarter)*
- Does the student read with purpose?
- Does the student understand what he/she is reading?
- Does the student read with expression?
- Does the student use the code to figure out words in the text?
- Can the student monitor their understanding as they read?
- Can independently gain information from the text?

#### Reading Standards for Literature

Ask and answer questions about key details in a text. [RL.1.1]

**Considerations:** *(based on the CKLA Skills Reader in the quarter)*
- Does the student answer questions about what happens in a text?
- Does the student ask questions about what has happened in the text?
- Does the student use words, illustrations, or information in sentences to help support their answers to questions about the text?
- Does the student use words, illustrations, or information in sentences to help ask questions about the text?

Describe characters, settings, and major events in a story, using key details. [RL.1.3]

**Considerations:** *(based on the CKLA Skills Reader in the quarter)*
- Can the student describe characters, setting and major events in a story?
- Can the student describe characters, setting and major events in a story using key details?
- Can the student describe how the main character behaves at the beginning of the story?
- Can the student tell what is happening in the story for him/her to act that way?
- Can the student describe the setting in different ways?

#### Reading Standards for Informational Text

Ask and answer questions about key details in a text. [RI.1.1]

**Considerations:** *(based on the CKLA Skills Reader in the quarter)*
- Does the student answer questions about what happens in a text?
- Does the student ask questions about what has happened in the text?
- Does the student use words, illustrations, or information in sentences to help support their answers to questions about the text?
- Does the student use words, illustrations, or information in sentences to help ask questions about the text?

#### Language/Writing Standards

Demonstrate command of the conventions of Standard English; grammar and usage, capitalization, punctuation, and spelling when writing opinion, information or narrative pieces. [L.1.1 – 2; 1.W.1-3]

- Does the student capitalize the first letter of a sentence when writing?
- Does the student use end punctuation for sentences when writing?
- Does the student apply knowledge of how to print all upper-and lowercase letters when writing?
- Does the student convey a complete thought when writing a sentence?
- Does the student demonstrate use of the language standards taught within the quarter in writing?

#### Math Standards
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. [1.OA.A.1]

- Does the student recognize and solve comparison word problems?  
- Does the student recognize and solve for unknowns in varied positions?  
- Does the student use the RDW approach?

Understand that the two digits of a two-digit number represent amounts of tens and ones. [1.NBT.B.2]

Considerations:
- Can the student apply their understanding of tens and ones to two digit numbers greater than 40?  
- Can the student count by tens and then extra ones to efficiently count large groups of objects?  
- Can the student use the place value chart to record quantities as tens and ones as well as by their traditional number?  
- Can the student count on to make a 10?  
- Does the student see numbers as parts and wholes rather than as discrete counts or one part and some ones?  
- Can the student decompose 10 and compose with ones?  
- Does the student recognize multiple tens and ones?  
- Can the student represent 40 in various ways—from all ones to tens to ones?

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. [1.NBT.B.3] *

Considerations:
- Can the student compare quantities?  
- Does the student understand and use the symbols for greater than (>) and less than (<) correctly?  
- Can the student compare numbers using the symbols <, =, and >?  
- Does the student demonstrate an understanding of place value?  
- Can the student use place value to determine if a number is greater or less when they recognize the value of the 10's? (18 is less than 21 since 2 tens already have a greater value than 1 ten 8 ones)

Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10. [1.NBT.C.4]

Considerations:
- Can the student add within 100 using multiples of 10?  
- Can the student discuss and compare the various place value strategies they use when adding to 100?  
- Does the student use familiar strategies to add two-digit and single-digit numbers within 100?  
- Can the student decompose and recompose numbers?  
- Can the student add a two digit number and a multiple of 10?
# Reading Standards for Foundational Skills

**Know and apply grade-level phonics and word analysis skills in decoding words.**

**[RF.2.3]**

<table>
<thead>
<tr>
<th>Considerations:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Does the student know the difference between long and short vowels when reading regularly spelled one-syllable words?</td>
<td></td>
</tr>
<tr>
<td>- Does the student know the letter-sound relationships for long vowels?</td>
<td></td>
</tr>
<tr>
<td>- Does the student know the letter-sound relationships for short vowels?</td>
<td></td>
</tr>
<tr>
<td>- Does the student apply phonetic rules for long/short vowel sounds in regularly spelled one-syllable words, including: cvc words, silent ‘e,’ vowel digraphs, open syllable, and diphthongs?</td>
<td></td>
</tr>
<tr>
<td>- Does the student apply what they know about letter-sound relationships when reading?</td>
<td></td>
</tr>
<tr>
<td>- Does the student apply their knowledge of the Basic and Advanced Code together with what makes sense when reading?</td>
<td></td>
</tr>
</tbody>
</table>

| Identify words with inconsistent but common spelling-sound correspondences. **[RF.2.3e]** |
| Considerations: |  |
| - Does the student know that words with similar letters may not produce words with similar sounds? |  |
| - Does the student apply what they know about letter-sound relationships when reading? |  |
| - Does the student apply their knowledge of the Basic and Advanced Code together with what makes sense when reading? |  |

| Read on-level text with purpose and understanding. **[RF.2.4a]** |
| Considerations: **(based on the CKLA Skills Reader within the quarter)** |  |
| - Does the student read with purpose? |  |
| - Does the student understand what he/she is reading? |  |
| - Does the student read with expression? |  |
| - Does the student use the code to figure out words in the text? |  |
| - Can the student monitor their understanding as they read? |  |
| - Does the student re-read for understanding? |  |
| - Can the student independently gain information from the text? |  |

# Reading Standards for Literature

**Ask and answer questions about key details in a text.**

**[RL.2.1]**

| Considerations: **(based on the CKLA Skills Reader within the quarter)** |  |
| - Does the student answer questions about what happens in a text? |  |
| - Does the student ask questions about what has happened in the text? |  |
| - Does the student understand which details are more important to the story? |  |
| - Does the student ask/answer questions about who, what, where, when, why and how to help understand key details in the text? |  |
| - Does the student use words, illustrations, or information in sentences to help support their answers to questions about the text? |  |
| - Does the student use words, illustrations, or information in sentences to help ask questions about the text? |  |

**Describe how characters in a story respond to major events and challenges.**

**[RL.2.3]**

| Considerations: **(based on the CKLA Skills Reader within the quarter)** |  |
| - Can the student identify major events and challenges in a story? |  |
| - Can the student describe how characters face different events and challenges in a story? |  |
| - Can the student describe what a character does or how he/she acts because of an event in a story? |  |
| - Can the student describe what a character does or how he/she acts when faced with a challenge in a story? |  |
| - Does the student understand that characters change as a result of what happens during the story? |  |
**Language/Writing Standards**

Demonstrate command of the conventions of Standard English; grammar and usage, capitalization, punctuation, and spelling when writing. [L.2.1–2]

**Considerations:**
- Does the student apply appropriate capitalization as needed when writing?
- Does the student apply appropriate use of commas and punctuation when writing?
- Does the student convey a complete thought when writing a sentence and paragraph?
- Does the student demonstrate use of the language standards taught within the quarter in writing?

**Math Standards**

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. [2.OA.A.1]

*The focus will be on one-step word problems during this quarter.*

**Considerations:**
- Can the student apply strategies to solve simple add to problem types?
- Can the student apply strategies to solve put together/p/take apart problem types?
- Does the student apply the Read-DrawWrite, or RDW, process?

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**Second Quarter Progress Report – Second Grade**

**Reading Standards for Foundational Skills**

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]

**Considerations:**
- Does the student apply phonetic rules for long/short vowel sounds in regularly spelled one syllable words, including: cvc words, silent ‘e,’ vowel digraphs, open syllable, and diphthongs?
- Does the student know common vowel teams?
- Can the student decode two-syllable words following basic patterns by breaking words into syllables?
- Does the student understand that prefixes are added to the beginning of the word?
- Does the student understand that suffixes are added to the ending of the word?
- Can the student decode words with common prefixes and suffixes?
- Does the student read irregularly spelled words?
- Does the student know that words with similar letters may not produce words with similar sounds?
- Does the student apply what they know about letter-sound relationships when reading?
- Does the student apply their knowledge of the Basic and Advanced Code together with what makes sense when reading?

Read on-level text with purpose and understanding. [RF.2.4a]

**Considerations: (based on the CKLA Skills Reader within the quarter)**
- Does the student read with purpose?
- Does the student understand what he/she is reading?
- Does the student read with expression?
- Does the student use the code to figure out words in the text?
- Can the student monitor their understanding as they read?
- Does the student re-read for understanding?
- Can the student independently gain information from the text?

**Reading Standards for Literature**

Ask and answer questions about key details in a text. [RL.2.1]

**Considerations: (based on the CKLA Skills Reader within the quarter)**
- Does the student answer questions about what happens in a text?
- Does the student ask questions about what has happened in the text?
- Does the student understand which details are more important to the story?
- Does the student ask/answer questions about who, what, where, when, why and how to help understand key details in the text?
• Does the student use words, illustrations, or information in sentences to help support their answers to questions about the text?
• Does the student use words, illustrations, or information in sentences to help ask questions about the text?

Describe how characters in a story respond to major events and challenges. [RL.2.3]

Considerations: (based on the CKLA Skills Reader within the quarter)
• Can the student identify major events and challenges in a story?
• Can the student describe how characters face different events and challenges in a story?
• Can the student describe what a character does or how he/she acts because of an event in a story?
• Can the student describe what a character does or how he/she acts when faced with a challenge in a story?
• Does the student understand that characters change as a result of what happens during the story?

Language/Writing Standards
Demonstrate command of the conventions of Standard English; grammar and usage, capitalization, punctuation, and spelling when writing. [L.2.1–2]

Considerations:
• Does the student apply appropriate capitalization as needed when writing?
• Does the student apply appropriate use of commas and punctuation when writing?
• Does the student convey a complete thought when writing a sentence and paragraph?
• Does the student demonstrate use of the language standards taught within the quarter in writing?

Math Standards
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. [2.OA.A.1]

*The focus will be on one-step word problems during this quarter.*

Considerations:
• Can the student apply strategies to solve simple add to problem types?
• Can the student apply strategies to solve put together p/take apart problem types?
• Does the student apply the Read-DrawWrite process?

Add and subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; justify the reasoning used with a written explanation. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. [2.NBT.B.7]

Considerations:
• Can the student use place value with adding and subtracting of small numbers?
• Does the student understand properties of operation?
• Can the student compose and decompose a tens and hundreds within 1,000?
• Can the student compose 100 from 10 tens?
• Can the student make a 10? make 100? break apart a 10?
• Can the student use place value reasoning and properties of operations to explain their work?
• Can the student add by composing 1 hundred from 10 tens?
• Can the student subtract decomposing 1 hundred for 10 tens and 1 ten for 10 ones?
• Can the student add and subtract within 1,000 using concrete models based on place value?

Third Quarter Progress Report – Second Grade

Reading Standards for Foundational Skills
Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]

Considerations:
• Can the student decode two-syllable words following basic patterns by breaking words into syllables?
• Can the student decode words with common prefixes and suffixes?
• Does the student read irregularly spelled words?
• Does the student know that words with similar letters may not produce words with similar sounds?
• Does the student apply what they know about letter-sound relationships when reading?
• Does the student apply their knowledge of the Basic and Advanced Code together with what makes
Considerations: (based on the CKLA Skills Reader within the quarter)
- Does the student read with purpose?
- Does the student understand what he/she is reading?
- Does the student read with expression?
- Does the student use the code to figure out words in the text?
- Can the student monitor their understanding as they read?
- Does the student re-read for understanding?
- Can the student independently gain information from the text?

Reading Standards for Literature
Ask and answer questions about key details in a text. [RL.2.1]

Considerations: (based on the CKLA Skills Reader within the quarter)
- Does the student answer questions about what happens in a text?
- Does the student ask questions about what has happened in the text?
- Does the student understand which details are more important to the story?
- Does the student ask/answer questions about who, what, where, when, why and how to help understand key details in the text?
- Does the student use words, illustrations, or information in sentences to help support their answers to questions about the text?
- Does the student use words, illustrations, or information in sentences to help ask questions about the text?

Describe how characters in a story respond to major events and challenges. [RL.2.3]

Considerations: (based on the CKLA Skills Reader within the quarter)
- Can the student identify major events and challenges in a story?
- Can the student describe how characters face different events and challenges in a story?
- Can the student describe what a character does or how he/she acts because of an event in a story?
- Can the student describe what a character does or how he/she acts when faced with a challenge in a story?
- Does the student understand that characters change as a result of what happens during the story?
- Can the student identify what event is the turning point of the story when the main character does something or understands something that helps solve the problem?

Reading Standards for Informational Texts
Ask and answer questions about key details in a text. [RI.2.1]

Considerations: (based on the CKLA Skills Reader in the quarter)
- Does the student understand which details are more important to the story?
- Does the student answer questions about what happens in a text?
- Does the student ask questions about what has happened in the text?
- Does the student ask/answer questions about who, what, where, when, why and how to help understand key details in the text?
- Does the student use words, illustrations, or information in sentences to help support their answers to questions about the text?
- Does the student use words, illustrations, or information in sentences to help ask questions about the text?

Language/Writing Standards
Demonstrate command of the conventions of Standard English; grammar and usage, capitalization, punctuation, and spelling when writing. [L.2.1–2]

Considerations:
- Does the student apply appropriate capitalization as needed when writing?
- Does the student apply appropriate use of commas and punctuation when writing?
- Does the student convey a complete thought when writing a sentence and paragraph?
- Does the student demonstrate use of the language standards taught within the quarter in writing?

Math Standards
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. [2.OA.A.1]

Considerations:
- Can the student apply strategies to solve one- and two-step word problems?
- Does the student apply the Read-Draw-Write process?
- Does the student apply their understanding of place value to solve word problems?
- Does the student use manipulatives to show their thinking?
- Can the student use number lines to solve and describe their strategies?
- Can the student relate their drawings and materials to equations?
- Can the student solve a variety of addition and subtraction word problems? (Second-grade students should be able to determine the unknown in all positions (Result Unknown, Change Unknown, and Start Unknown).

Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. [2.OA.C.4]

Considerations:
- Does the student understand the concept of even and odd numbers?
- Can the student organize groups into equal parts by creating arrays?
- Can the student compose up to 5 by 5 arrays?
- Can the student compose and decompose arrays creating number sentences yielding the same total?
- Can the student identify the row and the column within an array?

Add and subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; justify the reasoning used with a written explanation. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. [2.NBT.B.7]

Considerations:
- Can the student use place value with adding and subtract?
- Can the student use drawings and models to support their addition and subtraction of larger numbers?
- Does the student use place value strategies to add and subtract within 1000?
- Can the student compose 100 from 10 tens?
- Can the student add by composing 1 hundred from 10 tens?
- Can the student subtract decomposing 1 hundred for 10 tens and 1 ten for 10 ones?
- Can the student compose and decompose a tens and hundreds within 1,000?
- Can the student use place value reasoning and properties of operations to explain their work?
- Can the student add by composing 1 hundred from 10 tens?
- Can the student subtract decomposing 1 hundred for 10 tens and 1 ten for 10 ones?
- Can the student add and subtract within 1,000 using concrete models based on place value?
- Can the student apply strategies when adding and subtracting three-digit numbers?
Reading Standards for Foundational Skills

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]

Considerations:
- Can the student decode two-syllable words following basic patterns by breaking words into syllables?
- Can the student decode words with common prefixes and suffixes?
- Does the student read irregularly spelled words?
- Does the student know that words with similar letters may not produce words with similar sounds?
- Does the student apply what they know about letter-sound relationships when reading?
- Does the student apply their knowledge of the Basic and Advanced Code together with what makes sense when reading?

Read on-level text with purpose and understanding. [RF.2.4a]

Considerations: (based on the CKLA Skills Reader within the quarter)
- Does the student read with purpose?
- Does the student understand what he/she is reading?
- Does the student read with expression?
- Does the student use the code to figure out words in the text?
- Can the student monitor their understanding as they read?
- Can the student independently gain information from the text?

Reading Standards for Informational Texts

Ask and answer questions about key details in a text. [RI.2.1]

Considerations: (based on the CKLA Skills Reader in the quarter)
- Does the student understand which details are more important to the story?
- Does the student answer questions about what happens in a text?
- Does the student ask questions about what has happened in the text?
- Does the student ask/answer questions about who, what, where, when, why and how to help understand key details in the text?
- Does the student use words, illustrations, or information in sentences to help support their answers to questions about the text?
- Does the student use words, illustrations, or information in sentences to help ask questions about the text?

Language/Writing Standards

Demonstrate command of the conventions of Standard English; grammar and usage, capitalization, punctuation, and spelling when writing. [L.2.1–2]

Considerations:
- Does the student apply appropriate capitalization as needed when writing?
- Does the student apply appropriate use of commas and punctuation when writing?
- Does the student convey a complete thought when writing a sentence and paragraph?
- Does the student demonstrate use of the language standards taught within the quarter in writing?

Math Standards

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. [2.OA.A.1]

Considerations:
- Can the student apply strategies to solve one- and two-step word problems?
- Does the student apply the Read-Draw-Write process?
- Does the student apply their understanding of place value to solve word problems?
- Does the student use manipulatives to show their thinking?
- Can the student use number lines to solve and describe their strategies?
- Can the student relate their drawings and materials to equations?
- Can the student solve a variety of addition and subtraction word problems? (Second-grade students should be able to determine the unknown in all positions (Result Unknown, Change Unknown, and Start Unknown).)
Help and Support

This report card is a way of communicating to our parents how their child is performing academically and behaviorally. Please feel free to reach out to your child’s teacher at any time for additional help or support you may need regarding your child’s growth and progress.