

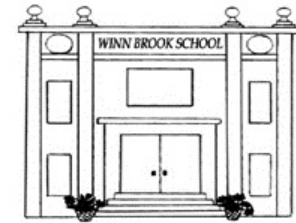
Belmont Public Schools Elementary Report Card

WINN BROOK ELEMENTARY SCHOOL

97 Waterhouse Road

Belmont, MA 02478

617-993-5700



Student Name

Grade: 01

Teacher:

Student ID:

Pro-Social/Approaches to Learning Indicators

- 4 - Student consistently demonstrates this skill
- 3 - Student demonstrates this skill most of the time
- 2 - Student demonstrates this skill some of the time
- 1 - Student requires on-going support to develop this skill

Academic Performance Skills Indicators

Based on the January or June benchmarks:

- M - The student **meets** the term's benchmark and applies the concepts/skills with **independence**.
- P - The student is making **progress** toward meeting the term's benchmark with **occasional support**.
- B - The student is **beginning** to meet the term's benchmark with **frequent support**.
- NY - The student does **not yet** meet the term's benchmark and requires **consistent support**.
- / - The standard is not addressed at this time

| PRO SOCIAL SKILLS | JANUARY | JUNE |
|---|---------|------|
| <i>Personal Development and Community Skill</i> | | |
| • Regulates behavior appropriately | | |
| • Participates appropriately in group activities | | |
| • Works and plays without disrupting others | | |
| • Follows classroom routines | | |
| • Adjusts to transitions and changes | | |
| • Responds to conflict effectively | | |
| • Takes care of materials and belongings | | |
| <i>Approaches to Learning</i> | | |
| • Perseveres in challenging situations | | |
| • Stays on task and ignores distractions | | |
| • Completes tasks | | |
| • Seeks help when needed | | |
| • Asks relevant questions | | |
| • Works independently | | |
| • Uses time constructively | | |
| • Responds appropriately to verbal and non-verbal instruction | | |
| • Takes learning risks/demonstrates initiative | | |

| SOCIAL STUDIES | JANUARY | JUNE |
|--|---------|------|
| <i>Civics and Government</i> | | |
| • Understands that schools and communities create structures, rules and ideas to solve problems | | |
| <i>Geography</i> | | |
| • Describes and creates a map as a representation of a place | | |
| • Identifies cardinal directions (north, south, east, west) and applies them to maps | | |
| • Identifies landforms and bodies of water on a world map | | |
| <i>History and Culture</i> | | |
| • Identifies and explains the meaning of American national symbols (American flag, bald eagle, White House, Statue of Liberty) | | |
| • Identifies various units of time such as days, weeks, months, years, and seasons | | |

JANUARY

JUNE

YEAR

ABSENCES

TARDIES

| LITERACY | JANUARY | JUNE |
|---|---------|------|
| <i>Reading Foundational Skills</i> | | |
| <ul style="list-style-type: none"> • Demonstrates an understanding of the organization and basic features of text | | |
| <ul style="list-style-type: none"> • Demonstrates an understanding of the spoken word, syllables, and sounds in words | | |
| <ul style="list-style-type: none"> • Applies first grade phonics and word analysis skills | | |
| <ul style="list-style-type: none"> • Reads grade level high-frequency words | | |
| <ul style="list-style-type: none"> • Reads with sufficient accuracy and fluency to support understanding of text | | |
| <i>Reading Literature & Informational Text</i> | | |
| <ul style="list-style-type: none"> • Asks and answers questions about key details in a text | | |
| <ul style="list-style-type: none"> • Identifies the central message/main topic of a text | | |
| <ul style="list-style-type: none"> • Demonstrates an understanding of story/text structure | | |
| <ul style="list-style-type: none"> • Compares and contrasts texts | | |
| <ul style="list-style-type: none"> • Reads a variety of first grade text with purpose and understanding (literary/informational) | | |
| <i>Writing</i> | | |
| <ul style="list-style-type: none"> • Writes opinion pieces that name a topic or book, an opinion, a reason for the opinion, and a sense of closure | | |
| <ul style="list-style-type: none"> • Writes informative texts that name topics, supply facts, and provide a sense of closure | | |
| <ul style="list-style-type: none"> • Writes stories with appropriately sequenced events, some details, words to signal event order, and a sense of closure | | |
| <i>Speaking and Listening</i> | | |
| <ul style="list-style-type: none"> • Participates in discussions by listening actively and contributing knowledge and ideas | | |
| <ul style="list-style-type: none"> • Asks and answers questions to seek help, get information, or deepen understanding | | |
| <ul style="list-style-type: none"> • Demonstrates understanding of a text read aloud or information presented orally | | |
| <ul style="list-style-type: none"> • Describes people, places, things, and events with relevant details | | |
| <ul style="list-style-type: none"> • Produces complete sentences when appropriate to the task and situation | | |
| <ul style="list-style-type: none"> • Communicates ideas and feelings clearly when speaking | | |
| <i>Language</i> | | |
| <ul style="list-style-type: none"> • Writes legibly and forms upper and lower case letters accurately | | |
| <ul style="list-style-type: none"> • Demonstrates command of grade level grammar in writing | | |
| <ul style="list-style-type: none"> • Spells high frequency and phonetic words correctly and approximates the spelling of unfamiliar words in writing | | |
| <ul style="list-style-type: none"> • Demonstrates command of grade level capitalization and punctuation when writing | | |
| <ul style="list-style-type: none"> • Uses vocabulary acquired through conversation, reading experiences and content study | | |

| SCIENCE | JANUARY | JUNE |
|---|---------|------|
| <i>Science Practices</i> | | |
| <ul style="list-style-type: none"> • Observes, describes, asks questions, and makes predictions based on experience with a particular object or event | | |
| <ul style="list-style-type: none"> • Communicates ideas through writing, drawing and discussions | | |
| <i>Insect</i> | | |
| <ul style="list-style-type: none"> • Explains how insects sense the world around them and gather the food, water, and air they need to survive | | |
| <ul style="list-style-type: none"> • Describes how insects grow and change over time | | |
| <i>Seasonal Patterns of Change</i> | | |
| <ul style="list-style-type: none"> • Recognizes that air takes up space and can move objects | | |
| <ul style="list-style-type: none"> • Recognizes that weather changes daily when temperature, precipitation, wind speed, and wind direction change | | |
| <ul style="list-style-type: none"> • Collects, analyzes and interprets weather data to identify seasonal weather patterns and changes | | |
| <ul style="list-style-type: none"> • Describes the position of the sun at different times of the day and (how the amount of daylight changes throughout the season-term 2) | | |
| <ul style="list-style-type: none"> • Interprets outdoor observations to describe seasonal changes to the environment | | |
| <i>Sound and Light</i> | | |
| <ul style="list-style-type: none"> • Demonstrates that vibrating materials can make sound and that sound can make materials vibrate | | |
| <ul style="list-style-type: none"> • Determines the effect of placing different materials in the path of a beam of light | | |
| <ul style="list-style-type: none"> • Designs and builds a device that uses sound to send a signal over a distance | | |

| MATH | JANUARY | JUNE |
|--|---------|------|
| <i>Practice Standards</i> | | |
| • Uses strategies to make sense of problems and perseveres in solving them | | |
| • Utilizes knowledge of numbers and operations to reason through solutions | | |
| • Explains thinking using pictures, numbers and words | | |
| • Works accurately and uses tools appropriately | | |
| <i>Operations and Algebraic Thinking</i> | | |
| • Represents and solves various types of story problems involving addition using objects, drawings and equations | | |
| • Represents and solves various types of story problems involving subtraction using objects, drawings and equations | | |
| • Demonstrates an understanding of the relationship between addition and subtraction | | |
| • Fluently solves addition facts with sums up to 10 | | |
| • Fluently solves subtraction facts with differences up to 10 | | |
| • Uses strategies to add and subtract within 20 | | |
| <i>Number and Operations in Base Ten</i> | | |
| • Reads, writes, and compares numbers to 120 | | |
| • Demonstrates an understanding of place value with tens and ones | | |
| • Uses place value understanding to add within 100 (2 digit + 1 digit (12+3=15) or 2 digit + multiple of 10 (ie 12 +20=32) | | |
| • Uses place value understanding to subtract multiples of ten from multiples of ten within 100 (ie 30-10=20) | | |
| • Mentally adds and subtracts 10 | | |
| <i>Measurement and Data</i> | | |
| • Demonstrates an understanding of linear measurement and compares lengths | | |
| • Tells and writes time to the hour and half-hour | | |
| • Represents and interprets data | | |
| <i>Geometry</i> | | |
| • Describes and compares attributes of 2 and 3 dimensional shapes | | |
| • Creates and manipulates 2 and 3 dimensional shapes | | |
| • Identifies and represents $\frac{1}{2}$ as two equal parts of the whole and $\frac{1}{4}$ as four equal parts of the whole | | |

Comments:

| MUSIC | JANUARY | JUNE |
|--|----------------|-------------|
| | | |
| <i>Pro Social Skills</i> | | |
| <ul style="list-style-type: none"> Cooperates and is respectful of others | | |
| <ul style="list-style-type: none"> Follows directions and participates appropriately | | |
| <ul style="list-style-type: none"> Makes an effort to improve musical skills | | |
| <i>Performance</i> | | |
| <ul style="list-style-type: none"> Performs with accurate pitch and rhythm, sings with a well produced and supported tone, and is responsive in a musical ensemble setting | | |
| <i>Music Literacy</i> | | |
| <ul style="list-style-type: none"> Demonstrates age-appropriate aural and/or visual music literacy skills (decoding melodic and rhythmic patterns) | | |
| <i>Perceiving and Responding</i> | | |
| <ul style="list-style-type: none"> Demonstrates an understanding of content through physical and verbal expression, and responds critically to his/her own performance and that of others | | |

Comments:

| ART | JANUARY | JUNE |
|---|----------------|-------------|
| | | |
| <i>Pro Social Skills</i> | | |
| <ul style="list-style-type: none"> Cooperates and is respectful of others | | |
| <ul style="list-style-type: none"> Takes care of materials and uses them safely | | |
| <ul style="list-style-type: none"> Follows directions and listens attentively | | |
| <i>Process</i> | | |
| <ul style="list-style-type: none"> Uses tools and techniques in a variety of two and three dimensional media to create a work of art | | |
| <i>Creating</i> | | |
| <ul style="list-style-type: none"> Uses knowledge of the elements of art (color, line, texture, value, space, shape and form) and the principles of design (balance, variety, unity, emphasis, harmony and rhythm) to create unique works of art | | |
| <i>Perceiving and Responding</i> | | |
| <ul style="list-style-type: none"> Reflects upon and evaluates and critically responds to his/her own artwork and that of others (describes, analyzes, interprets and evaluates) | | |

Comments:

| PHYSICAL EDUCATION | JANUARY | JUNE |
|---|----------------|-------------|
| | | |
| <i>Pro Social Skills</i> | | |
| <ul style="list-style-type: none"> Demonstrates responsible personal and social behavior in a physical activity setting by cooperating with others, participating fully, utilizing equipment safely, following directions and listening attentively | | |
| <i>Forms of Movement</i> | | |
| <ul style="list-style-type: none"> Demonstrates fundamental movements necessary for participation in physical activities. Movements would include demonstrating a variety of locomotor skills, catching at various levels and throwing in opposition | | |
| <i>Applied Movement</i> | | |
| <ul style="list-style-type: none"> Uses movement concepts and principles in the development of motor skills. Movements would include maintaining spatial awareness, utilization of levels, speed and direction | | |
| <i>Lifestyle and Health</i> | | |
| <ul style="list-style-type: none"> Displays the components of physical fitness (muscular strength, muscular endurance, cardiovascular endurance and flexibility) in addition to making choices which promote wellness | | |

Comments: