

**Bellevue School District
Elementary Report Card Criteria
Grade 1**

Evaluation

4 = Exceeds Standard (exceeds expectations)

The student demonstrates the skill or understanding of the concept and exceeds expectations

3 = Meets Standard (developing appropriately)

The student usually demonstrates the skill or understanding of the concept and meets expectations

2 = Approaches Standard (beginning to develop)

The student sometimes demonstrates the skill or understanding of the concept

1 = Below Standard (needs to develop)

The student seldom demonstrates the skill or understanding of the concept

The rating will reflect student performance in relation to expected progress for that grading period.

Reading

Understands and uses different skills and strategies to read

- Keeps the attention on the meaning of the story
- Uses flexible strategies to solve unknown words
- Uses a variety of strategies to understand what is being read
- Recognizes when (s)he doesn't understand what is being read and uses strategies like re-reading to correct misunderstandings
- Understands a variety of types of text
- Reads fluently with expression, attending to phrasing and punctuation
- Demonstrates ability to read increasing number of sight words
- Independently selects books appropriate to his/her level
- Identifies main character(s), setting, problem, solution

Understands the meaning of what is read

- Is able to employ a variety of comprehension strategies to maintain meaning (e.g. predicting, making connections, clarifying)
- Retells a story in sequence with beginning, middle, and end
- Uses story line and background knowledge to understand text: not dependent on pictures
- Responds personally to stories

Reads different materials for a variety of purposes

- Reads a variety of books (e.g. fiction, nonfiction)
- Reads and participates in follow-up discussions
- Reads and follows directions
- Reads to access information
- Reads for enjoyment

Assessments include:

Writing

Writes clearly and effectively

- Writes stories with a beginning, middle, and end
- Uses simple sentences
- Uses specific nouns (such as names) and specific action words

Understands and uses the steps of the writing process

- Participates in brainstorming activities to elicit ideas for writing
- Can talk about some plan for writing
- Can talk about writing topic
- Deletes and adds words to clarify meaning
- Rereads writing to check for accuracy
- Begins to edit for capitalization, ending marks, and known misspelled words

Writes for a variety of audiences and purposes

- Continues to share experiences with others
- Writes to tell a story or experience
- Composes using a variety of forms (letters, stories, journal entries, narratives)

Understands and uses the conventions of writing

- Uses end punctuation
- Capitalizes names and beginning of sentence
- Forms letters correctly with consistent size and shape
- Uses developmental spelling (e.g. kr for car)
- Uses standard spelling of commonly used words

Analyzes and evaluates effectiveness of writing

- Tells what they like about their own and others' drawings, stories, or writing
- Notes own growth in writing and sets goals with teacher prompting
- Listens to writing of peers and responds with comments or questions related to the meaning
- Begins to offer and receive positive comments on drawings, stories, or writing

Communication

Uses listening and observational skills to gain understanding

- Listens without interrupting
- Sequences the events of a story
- Gives an explanation for observed facts and details in concrete situations

Communicates ideas clearly and effectively (formal communication)

- Communicates to teacher, small groups, and class
- Organizes information in a sequential pattern
- Sorts and classifies information
- Projects voice well
- Begins to organize and focus thoughts in an oral presentation
- Presents information in a variety of ways

Uses communication strategies and skills to work effectively with others (informal communication)

- Offers ideas
- Asks questions pertaining to the discussions
- Works in a group
- Participates as a member of the class team
- Attends and listens in group interactions

Math

Number sense and computation skills

- Identifies, represents, sequences, and compares numbers up to 100
- Uses a variety of strategies to combine and separate numbers up to 20
- Uses a variety of strategies for recording story problems (using pictures, numbers, words, and number sentences)
- Writes number sentences for situations representing addition and subtraction

Measurement

- Selects and uses non-standard measurement tools such as paperclips, cubes, buttons
- Compares and measures weights, lengths, and capacities using non-standard measurements
- Represents measurements with numbers, concrete materials, pictures, and language

Geometric sense

- Identifies, sorts, describes, and compares 2-D and 3-D geometric shapes by common attributes
- Creates and represents 2-D (two-dimensional) figures
- Transforms a 3-D shape into a 2-D shape through drawing

Probability and statistics

- Identifies, sorts, and describes by attributes of various materials
- Collects, sorts, represents, explains, and presents data representation and results
- Interprets, makes predictions, and compares data sets

Algebraic sense

- Recognizes, describes, creates, and extends a variety of numerical patterns
- Constructs, describes, records, compares, and predicts patterns
- Visualizes, develops, and records strategies for simple addition and subtraction problems
- Sets up and solves simple equations at the concrete or pictorial level

Uses mathematics to define and solve problems

- Uses, creates and evaluates a variety of strategies to solve problems
- Identifies the unknown in a problem
- Applies appropriate strategies and operations to construct a problem
- Formulates questions about problems, identifying necessary and unnecessary information

Uses mathematical reasoning

- Supports thinking using models, known facts, patterns, and relationships
- Supports thinking using models, known facts, patterns and relationships
- Makes predictions, collects data, supports arguments, and justifies results
- Reflects on and evaluates procedures (describes data qualitatively and quantitatively)

Communicates knowledge and understanding in both everyday and mathematical language

- Uses reading, listening and observation skills to gather, extract and interpret information from a variety of sources, including technology
- Creates a plan to collect and organize information
- Expresses mathematical understandings and ideas using everyday language, models, tables, charts, graphs, and symbols

Is able to make mathematical connections within mathematics, to other subject areas, and to real-life situations

- Identifies and applies mathematical thinking to real-life situations