



## *Report Card Information for Parents*

The Cobb County School District is a growing and caring community where education comes first and excellence in education is at the forefront. Welcome to a wonderful partnership with your child's teacher and school!

The learning expectations and standards outlined in this folder will assist you in developing this partnership with your child's teacher and school. This information will help you monitor your child's progress during the year. By supporting your child's learning in this way, you have the opportunity to celebrate the learning success your child has demonstrated.

The purpose of the report card is to communicate to students, parents, and staff, the progress each student is making toward accomplishing performance based standards. The instruction your child receives will reflect the entire grade level curriculum, while the report card statements report the critical concepts, skills, and processes found in the Georgia Performance Standards. There are specific quarterly learning targets identified for progress toward meeting the end of the year grade level standards. As the year progresses, the level of performance required for each 9-week period increases.

At the end of the year, the ultimate goal would be for every child to have met or exceeded all standards. The report card is one piece of a comprehensive reporting system which should be helpful in defining areas of strength or weakness and providing a guide for future learning targets. Below are the keys teachers use to evaluate student progress:

### **Keys to Academic Progress**

<b>3+</b> <b>Exceeds Standards</b> In addition to a 3, the student makes applications and inferences beyond expectations	<b>3</b> <b>Meets Standards</b> consistently and independently	<b>2</b> <b>Progressing</b> toward meeting Standards	<b>1</b> <b>Limited Progress</b> or does not meet Standards	<input type="checkbox"/> <b>or NA</b> <b>Not Assessed</b> at this time
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### **Key to Learning Skills & Behaviors**

<b>S</b> <b>Successful</b> Student displays appropriate learning skills and behaviors	<b>P</b> <b>Progressing</b> Student is progressing; displays appropriate learning skills and behaviors most of the time	<b>N</b> <b>Needs Improvement</b> Students does not display learning skills and behaviors that lead to success
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# First Grade Parent Information

Standards		Benchmarks of Progress			
READING	Quarter 1	Quarter 2	Quarter 3	Quarter 4	
<b>Orally distinguishes and manipulates beginning, middle and ending sounds in words</b>	Blends two to four phonemes in single syllable words	Blends two to four phonemes in single syllable words			
<b>Applies phonetic strategies when reading</b>	Uses phonetic strategies to read words with short vowel sounds	Uses phonetic strategies to read words with familiar spelling patterns, short vowels, blends, consonant digraphs, (th, ch, wh, sh) and inflectional endings (s, ing, ed)	Uses phonetic strategies to read words including words with familiar spelling patterns, long and short vowels, blends, vowel digraphs, r- controlled vowels and compound words	Use phonetic strategies to read words with familiar spelling patterns, long and short vowels, blends, digraphs, inflectional endings, compounds and contractions	
<b>Reads orally with appropriate speed, accuracy, expression, and demonstrates an understanding of concepts of print</b>	Reads multiple leveled texts (Fountas and Pinnell Level C or above) with expression, comprehension, and 95% accuracy (independent level) or higher	Reads multiple leveled texts (Fountas and Pinnell Level E or above) with appropriate expression, comprehension, and 95% accuracy (independent level) or higher	Reads multiple leveled texts (Fountas and Pinnell Level G or above) with appropriate expression, comprehension, and at 95% (independent level) accuracy or higher	Reads multiple texts (Fountas and Pinnell Level H or above) with appropriate expression, comprehension, and at 95% (independent level) accuracy or higher	
<b>Automatically reads high frequency words</b>	Automatically reads 50 or more high frequency words	Automatically reads 100 or more high frequency words	Automatically reads 150 or more high frequency words	Automatically reads 190 or more high frequency words	
<b>Uses a variety of strategies to understand and gain meaning from text</b>	Recognizes characters and setting in text Retells 4 or more important events/details of a story read aloud	Retells narrative text (characters, setting, beginning, middle, end) and identifies main idea/ details of fictional text	Identifies main idea and details of informational text and fictional text	Uses 4 - 5 of the following strategies to demonstrate comprehension: <ul style="list-style-type: none"> <li>• Retells narrative text (characters, setting, beginning, middle, end)</li> <li>• Answers questions concerning narrative elements</li> <li>• Compares and contrasts text</li> <li>• Make connections among text</li> <li>• Identifies main idea and details of fictional and informational text</li> </ul>	
Writing	Quarter 1	Quarter 2	Quarter 3	Quarter 4	
<b>Engages in the writing process</b>	Begins to: <ul style="list-style-type: none"> <li>• generate ideas (orally or in written form)</li> <li>• develop a draft (words)</li> <li>• revise by adding on</li> </ul>	Begins to: <ul style="list-style-type: none"> <li>• generate ideas (orally or in written form)</li> <li>• develop a draft</li> <li>• revise (adding details), and edit</li> </ul>	Begins to: <ul style="list-style-type: none"> <li>• generate ideas (orally or in written form)</li> <li>• develop a draft</li> <li>• use resources (picture dictionaries, Internet, books) to gather information</li> <li>• revises (details are developed), and edits</li> </ul>	Generates ideas, drafts, rereads writing to self and others, revises to add details, and edits to make corrections	
<b>Writes in a variety of genres</b>		Begins to write a piece independently that: <ul style="list-style-type: none"> <li>• maintains a focus</li> <li>• uses an organizational structure (beginning, middle, end, and sequence of events)</li> <li>• develops a sense of closure</li> <li>• includes details</li> </ul>	Begins to write a piece independently that: <ul style="list-style-type: none"> <li>• maintains a focus</li> <li>• uses an organizational structure (beginning, middle, end, and sequence of events)</li> <li>• develop a sense of closure</li> <li>• includes details</li> </ul>	Begins to write a piece independently that <ul style="list-style-type: none"> <li>• maintains a focus</li> <li>• uses organizational structures (beginning, middle, end, and sequence of events)</li> <li>• develops a sense of closure</li> <li>• includes details</li> </ul>	
<b>Prints legibly with correct spacing</b>	Prints legibly with correct spacing, forming both upper and lower case letters	Prints legibly with correct spacing, forming both upper and lower case letters	Prints legibly with correct spacing, forming both upper and lower case letters	Prints legibly with correct spacing, forming both upper and lower case letters	
<b>Uses a variety of sentence types with correct subject and verb agreement</b>			Begins to use a variety of sentence types with correct subject/verb agreement	Begins to use a variety of sentence types and with correct subject/verb agreement	
<b>Uses appropriate capitalization and punctuation</b>		Begins to use correct capitalization and correct ending punctuation	Uses correct capitalization and correct ending punctuation	Uses correct capitalization and correct ending punctuation and begins to use commas in a series	
<b>Begins to use common rules of spelling</b>	Experiments with learned phonetic skills for spelling, with some correctly spelled words	Begins to apply grade appropriate spelling rules	Begins to apply grade appropriate spelling rules	Begins to apply grade appropriate spelling rules	
Listening, Speaking and Viewing	Quarter 1	Quarter 2	Quarter 3	Quarter 4	
<b>Uses oral language to communicate effectively</b>	Consistently uses grade-level vocabulary to communicate for a variety of purposes	Consistently uses grade-level vocabulary to communicate for a variety of purposes	Consistently uses grade-level vocabulary to communicate for a variety of purposes	Consistently uses grade-level vocabulary to communicate for a variety of purposes	

<b>SOCIAL STUDIES</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Describes the lives of American historical figures and folktale characters</b>	Identifies and describes the contributions and character traits of Benjamin Franklin	Identifies and describes the contributions and character traits of Thomas Jefferson and Lewis & Clark and Sacagawea	Identifies and describes the contributions and character traits of Harriet Tubman, Theodore Roosevelt, and George Washington Carver	Identifies and describes how specific folktale figures characterize our nation
<b>Uses maps and globes to identify places and features of the earth</b>	Identifies and describes landforms (mountains, deserts, valleys, plains, plateaus, and coasts)		Locates all continents and oceans	
<b>Describes how people are producers and consumers</b>				Identifies and describes how people are producers and consumers of goods and services
<b>TECHNOLOGY</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Comprehends and applies first grade concepts and skills</b>	Uses drawing tools within a graphics program (such as Kid Pix) to create an original illustration and/or picture story	Uses a graphing application to create/edit a graph	Creates and edits a document that contains text and images	Enters text appropriately (capitals, one space between words, and punctuation) and inserts an image in a document
<b>MATH - NUMBERS AND OPERATIONS</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Represents numbers</b>	Represents and compares numbers to 30 using a variety of models, diagrams and number sentences (e.g. base tens, money, number line)	Represents and compares numbers to 100 using a variety of models, diagrams, and number sentences (e.g. base tens, money, number line)	Relates fractions (halves, fourths) as equal parts of a whole <u>AND</u> a set using pictures and models	Uses multiple representations to demonstrate magnitude, order and patterns of numbers up to 100
<b>Uses and understands place value for numbers 1-100</b>	Understands and applies place value for numbers to 30	Understands and applies place value for numbers to 99	Understands and applies how to decompose numbers up to 99 using the appropriate number of tens and ones	Understands and applies how to decompose numbers up to 99 using the appropriate number of tens and ones
<b>Counts money to make fair trades/combines to purchase items</b>	Counts combinations of coins to purchase items to 30¢	Counts combinations of coins to purchase items to \$1.00 and combinations of bills to \$20.00	Counts and makes fair trades involving combinations of coins to purchase items up to \$1.00 <u>AND</u> Counts and makes fair trades involving combinations of bills to purchase items up to \$20.00	Counts and makes fair trades involving combinations of coins to purchase items up to \$1.00. Counts and makes fair trades involving combinations of bills to purchase items up to \$20.00
<b>Solves word problems</b>	Solves and creates word problems involving addition and subtraction facts to 10	Solves and creates word problems involving addition and subtraction facts to 12	Solves and creates word problems involving addition and subtraction facts to 18	Solves word problems involving addition and subtraction with 2-digit numbers without regrouping
<b>Understands addition and subtraction</b>	Knows single-digit addition and subtraction facts to 10 with conceptual understanding and fluency	Knows single-digit addition and subtraction facts to 12 with conceptual understanding and fluency	Knows single-digit addition and subtraction facts to 18 with conceptual understanding and fluency	Adds and subtracts 2-digit numbers without regrouping
<b>MEASUREMENT</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Understands Concepts of Measurement</b>	Compares and orders the sequence and duration of events (e.g. daily, weekly, monthly)	Compares and orders the sequence or duration of events (e.g. daily, weekly, monthly)	Tells time to the nearest hour and half hour	Compares and orders the length, height, weight and capacity of concrete objects by direct comparison or using nonstandard units
<b>GEOMETRY</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Recognizes positional relationships</b>		Arranges and describes objects by using proximity, position and direction (near, far, below, above, up, down, behind, in front of, next to, and left or right of)		
<b>Classifies geometric shapes</b>		Creates, compares, contrasts and classifies 2-D and 3-D figures by their common attributes		
<b>DATA ANALYSIS</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Creates, organizes and interprets data</b>	Sorts and organizes data using objects, tally marks, picture graphs and bar graphs	Poses questions, collects, sorts and organizes data using objects, tally marks, picture graphs and bar graphs	Poses questions, collects, sorts organizes and interprets data using objects, tally marks, picture graphs and bar graphs	
<b>SCIENCE</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Investigates Earth, Life, and Physical Science Concepts</b>	Investigates and identifies types of weather and the characteristics of each type by recording weather data (temperature, precipitation, sky conditions, and weather events) in a journal	Differentiates between various sounds in terms of high or low (pitch) and loud or soft (volume)	Identifies all parts of a plant (root, stem, leaf, and flower)	Compares and describes various animals – appearance, motion, growth, and basic needs
<b>Applies and Identifies Scientific Knowledge</b>	Explains how water changes state (freezes/melts) and determines that the weight of water does not change with the change states	Demonstrates how common objects are non-magnetic, attracted to or repelled from a magnet	Identify all basic needs of plants (air, water, light, nutrients) and animals (air, water, food, and shelter)	

HEALTH	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Comprehends concepts related to health promotion and disease prevention	Compares and contrasts foods and their nutrients in the food guide pyramid	Compares and contrasts the effects of being respectful to others and being disrespectful to others	Contrasts the functions of muscle groups. (i.e. face-smile, neck-turn head, arm-lift hand, heart-pump blood).	Compares and contrasts accident prevention strategies in the home
ART	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Creates art based on imagination/environment using the elements	Consistently investigates characteristics of elements in art	Consistently recognizes and uses characteristics of elements in art	Consistently applies specific characteristics of elements	Consistently selects and produces art that features characteristics of elements
Examines and discusses how artists use subjects and themes	Recognizes subjects and themes in art	Investigates subjects and themes in art	Compares and contrasts subjects and themes in art	Discovers connections between subjects and themes in art
MUSIC	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Demonstrates through performance awareness of pitch (singing, playing instruments, character voices, sound effects, movement, visual manipulatives)	Performs four voices (singing, speaking, calling, whispering) and high/low sounds	Consistently performs upward and downward melodic patterns	Consistently echo-sings Sol-Mi-La intervals with accuracy	Consistently demonstrates pitch concepts through performance at grade level
Demonstrates through performance awareness of rhythmic concepts (singing, playing instruments, character voices, sound effects, movement, visual manipulatives)	Performs steady beat with accuracy	Performs simple rhythmic patterns with accuracy	Reads quarter and paired eighth notes and quarter rests with accuracy	Consistently demonstrates rhythmic concepts through performance at grade level
PHYSICAL EDUCATION	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Demonstrates motor skills and movement patterns	Demonstrates the ability to safely utilize personal and general space in movement sequences or game situations	Demonstrates jumping/landing skills in movement sequences or game situations	Demonstrates sliding skills in movement sequences or game situations	Demonstrates galloping skills in movement sequences or game situations

**NOTES**

**FOUNTAS & PINNELL READING LEVELS**

A  Kindergarten  
 B

C   
 D   
 E   
 F   
 G   
 H  1st grade (Beginning at the end of the first nine weeks to the end of the year)

I   
 J   
 K   
 L  2nd grade (Beginning at the end of the first nine weeks to the end of the year)

M   
 N   
 O   
 P  3rd grade (Beginning at the end of the first nine weeks to the end of the year)

Please feel free to contact your child's teacher with any specific questions you have regarding the concepts, skills and objectives that will be taught this year. We recognize that open communication between home and school will serve to strengthen your child's educational experience.

For more information on the grade level learning targets, please visit [www.cobbk12.org](http://www.cobbk12.org).