

**Student Name:** \_\_\_\_\_ Raine Dewey \_\_\_\_\_ **Teacher Name:** \_\_\_\_\_ Mrs. Dean \_\_\_\_\_ **Campus:** \_\_\_\_\_ CES \_\_\_\_\_



**The purpose of the GCISD report card is to report student progress toward grade level standards.**

**Key:**

|  |          |
|--|----------|
| <b>Mastery of the standard at the currently expected level</b> | <b>3</b> |
| <b>Approaching the expected level of mastery</b>               | <b>2</b> |
| <b>Below expectations for the expected level of mastery</b>    | <b>1</b> |
| <b>Not assessed at this time</b>                               |          |

### First Grade Report Card - School Year 2014-15

| LANGUAGE ARTS - Reading  |     |     |     |     | LANGUAGE ARTS - Writing   |     |     |     |     |
|--|-----|-----|-----|-----|---|-----|-----|-----|-----|
|  | 1NW | 2NW | 3NW | 4NW |   | 1NW | 2NW | 3NW | 4NW |
| Minimum expected independent text level (using running records)                    | 6   | 10  | 14  | 18  | Recommended writing stage (using the GCISD writing rubric)        | 4   | 4   | 5   | 6   |
| Current independent reading text level   |     |     | 30  | 30  | Current writing stage - narrative                                 |     |     | 5   | 6   |
| Uses decoding strategies   |     |     | 3   | 3   | Current writing stage - expository                                |     |     | 5   | 6   |
| Describes characters in a story and the reasons for their actions/feelings         |     |     | 3   | 3   | Develops written drafts that include a beginning, middle, and end |     |     | 3   | 3   |
| Makes inferences about text and uses textual evidence to support understanding     |     |     | 3   | 3   | Writes capital and lowercase letters legibly                      |     |     | 3   | 3   |
| Retells main events/facts in text (fiction/non-fiction)                            |     |     | 3   | 3   | Revises drafts by adding or deleting words, phrases, or sentences |     |     |     | 3   |
| Makes connections to personal experiences, ideas in other texts, and the community |     |     | 3   | 3   | Edits drafts for grammar, spelling, and punctuation               |     |     |     | 3   |
| Reads fluently with appropriate phrasing and attention to punctuation              |     |     | 3   | 3   | Uses complete sentences with correct subject-verb agreement       |     |     | 3   | 3   |
|  |     |     |     |     | Demonstrates proficient spelling in daily writing                 |     |     | 3   | 3   |

**Student Name:** \_\_\_\_\_ **Raine Dewey** **Teacher Name:** \_\_\_\_\_ **Mrs. Dean** **Campus:** \_\_\_\_\_ **CES**

|  |  |  |  |   |  |   |  |  |   |   |
|--|--|--|--|---|--|---|--|--|---|---|
| Determine what words mean from how they are used in a sentence                     |  |  |  | 3 |  | Utilizes writing conventions (grammar, punctuation, capitalization) in daily work |  |  | 3 | 3 |
| Describe the plot (problem and solution) and retell a story's beginning/middle/end |  |  |  | 3 |  | Generates questions, gathers evidence and presents findings                       |  |  |   | 3 |

| MATHEMATICS - Standard   |          |          |          |           | 1NW | 2NW | 3NW | 4NW |
|--|----------|----------|----------|-----------|-----|-----|-----|-----|
| Money    (Penny-P, Nickel-N, Dime-D)                                     | P        | P,N      | P,N,D    | Mixed     |     |     |     |     |
| Identifies coins by value and describes the relationships among them     |          |          | 3        | 3         |     |     |     |     |
| Counts a collection of pennies, nickels or dimes by twos, fives and tens |          |          | 3        | 3         |     |     |     |     |
| Number Concepts and Algebraic Reasoning                                  | #s to 50 | #s to 50 | #s to 99 | #s to 120 |     |     |     |     |
| Counts and represents numbers using objects, pictures and standard form  |          |          | 3        | 3         |     |     |     |     |
| Orders whole numbers using place value and number lines                  |          |          | 3        | 3         |     |     |     |     |
| Uses number patterns to count forward and backward                       |          |          | 3        | 3         |     |     |     |     |
| Uses number patterns to skip count by 2's, 5's and 10's                  |          |          | 3        | 3         |     |     |     |     |
| Represents numbers in expanded form                                      |          |          | 2        | 3         |     |     |     |     |
| Compares numbers using >,< or =  |          |          | 2        | 3         |     |     |     |     |
| Organizing and Analyzing Data  |          |          |          |           |     |     |     |     |
| Constructs picture and bar-type graphs                                   |          |          | 3        | 3         |     |     |     |     |
| Uses information from graphs to generate                                 |          |          | 3        | 3         |     |     |     |     |

|   |     |     |     |     |
|---|-----|-----|-----|-----|
| Measurement   | 1NW | 2NW | 3NW | 4NW |
| Selects and uses units to describe length                                 |     |     | 3   | 3   |
| Tells time to the hour using analog and digital clocks                    |     |     | 3   | 3   |
| Tells time to the half hour using analog and digital clocks               |     |     | 3   | 3   |
| Geometry and Spatial Reasoning  |     |     |     |     |
| Identifies, describes, creates and sorts 2D shapes using their attributes |     |     |     | 3   |
| Identifies and describes 3D shapes using their attributes                 |     |     |     | 3   |
| Understands halves and fourths of 2D figures                              |     |     |     | 3   |

| SOCIAL STUDIES | | | | | 1NW | 2NW | 3NW | 4NW |
| Identifies and describes the physical characteristics of places |  |  | 3 | 3 |
| Describes how human characteristics are affected by geographic locations |  |  | 3 | 3 |
| Explains the purpose for rules and laws in the home, school and community |  |  | 3 | 3 |
| Describes customs, holidays and patriotic celebrations of |  |  | 3 | 3 |

**Student Name:** \_\_\_\_\_ **Raine Dewey** **Teacher Name:** \_\_\_\_\_ **Mrs. Dean** **Campus:** \_\_\_\_\_ **CES** \_\_\_\_\_

|   |  |           |           |           |  |  |   |   |
|---|--|-----------|-----------|-----------|--|--|---|---|
| questions   |  |           |           |           | the community, state and nation                              |  |   |   |
| Uses information from graphs to answer questions                  |  |           | 3         | 3         | Describes ways that families meet basic human needs          |  | 3 | 3 |
| Number Operations   |  | +/- to 10 | +/- to 20 | +/- to 20 | Identifies examples of goods and services                    |  | 3 | 3 |
| Represents and solves problems involving addition and subtraction |  |           | 3         | 3         | Identifies income as a means of obtaining goods and services |  | 3 | 3 |
| Adds and subtracts two or three numbers                           |  |           | 3         | 3         | Explains the difference between past, present and future     |  | 3 | 3 |
| Explains a variety of strategies used to solve problems           |  |           | 3         | 3         |  |  |   |   |

| SCIENCE - Standards   | 1NW | 2NW | 3NW | 4NW | SOCIAL SKILLS  | 1NW | 2NW | 3NW | 4NW |
|---|-----|-----|-----|-----|--|-----|-----|-----|-----|
| Observes, compares, describes and sorts components of soil by size, texture and color |     |     | 3   | 3   | Communicates at appropriate times                        |     |     | 3   | 3   |
| Observes and records changes in weather, seasons, and objects in the sky              |     |     | 3   | 3   | Accepts responsibility for actions                       |     |     | 3   | 3   |
| Describes a variety of natural sources of water                                       |     |     | 3   | 3   | Demonstrates respect for others                          |     |     | 3   | 3   |
| Explains how rocks, soil, and water help make useful products                         |     |     | 3   | 3   | Works and plays cooperatively in groups                  |     |     | 3   | 3   |
| Predicts changes in materials caused by heating and cooling                           |     |     | 3   | 3   | WORK HABITS  |     |     |     |     |
| Classifies objects by observing their different properties                            |     |     | 3   | 3   | Listens and follows directions                           |     |     | 3   | 3   |
| Identifies how different forms of energy are important to everyday life               |     |     | 3   | 3   | Demonstrates appropriate use/care of classroom materials |     |     | 3   | 3   |
| Describes the change in the location of an object                                     |     |     | 3   | 3   | Completes tasks in a timely manner                       |     |     | 3   | 3   |
| Demonstrates and records the ways an object can move                                  |     |     | 3   | 3   | Participates in classroom discussions and activities     |     |     | 3   | 3   |
| Predicts how a magnet can push or pull an object                                      |     |     | 3   | 3   | Works independently and stays on task                    |     |     | 3   | 3   |

**Student Name:** \_\_\_\_\_ Raine Dewey \_\_\_\_\_ **Teacher Name:** \_\_\_\_\_ Mrs. Dean \_\_\_\_\_ **Campus:** \_\_ CES \_\_

|   |  |  |   |   |
|---|--|--|---|---|
| Compares ways that young animals resemble their parents   |  |  |   | 3 |
| Classifies living and non-living things   |  |  | 3 | 3 |
| Describes how plants and animals depend on each other to live   |  |  |   | 3 |
| Identifies characteristics of animals that are related to where it lives, how it moves and what it eats |  |  |   | 3 |
| Observes and records life cycles of a chick   |  |  |   | 3 |
| Compares parts of a plant   |  |  |   | 3 |

## TECHNOLOGY

|   |  |  |   |   |
|---|--|--|---|---|
| Uses technology according to grade level expectations |  |  | 3 | 3 |
|---|--|--|---|---|

| ART  | 1NW | 2NW | 3NW | 4NW |
|--|-----|-----|-----|-----|
| Progress toward grade level standards in Art   |     |     | 3   |     |
| Citizenship                                    |     |     | 3   |     |
| MUSIC  |     |     |     |     |
| Progress toward grade level standards in Music |     |     | 3   | 3   |
| Citizenship                                    |     |     | 3   | 3   |

| SPANISH  | 1NW | 2NW | 3NW | 4NW |
|--|-----|-----|-----|-----|
| Progress toward grade level standards in Spanish |     |     |     | 3   |
| Citizenship                                      |     |     |     | 3   |
| PE   |     |     |     |     |
| Progress toward grade level standards in PE      |     |     | 3   | 3   |
| Citizenship                                      |     |     | 3   | 3   |

| Comments:  |
|--|
| 1st 9 Weeks: Did not attend CES  |
| 2nd 9 Weeks: Did not attend CES  |
| 3rd 9 Weeks: Days Present: 43 Days Absent: 1 Tardies: 2<br>Raine has been such a sweet addition to our class! One would never know she hasn't been with us since August! Raine is excelling in all subjects and is above grade level standards in both Reading and Math. To challenge Raine, she participates in book club twice weekly to allow her to work |

**Student Name:** \_\_\_\_\_ Raine Dewey \_\_\_\_\_ **Teacher Name:** \_\_\_\_\_ Mrs. Dean \_\_\_\_\_ **Campus:** \_\_ CES \_\_

with students of similar abilities and to receive higher level instruction such as reading books on a higher text level and focusing on good conversation about her reading as well as summarization, characterization, and making connections outside of her reading. She also receives some Math instruction at a higher level through more rigorous questions that follow the concept being taught such as 2 digit addition and subtraction with some basic instruction on carrying and regrouping. Learning the technology has been a bit challenging for Raine, but she has caught on quickly and has become quite independent in working in various apps and managing her different logins.

4th 9 Weeks: Days Present: 52 Days Absent: 1 Tardies: 1

I must say, Raine had a fantastic semester at CES and in our class! We are so grateful she's here with us! Raine is a very strong student and is so eager to learn new things. Her writing is full of vivid descriptions and strong voice. She definitely needs a challenge in Reading as she is quite the voracious reader and consistently demonstrates a high level of understanding. She does need to continue practice with writing a strong summary with the main points and digging deep with reflections. Raine is going to be an amazing 2nd grader!