Rockdale County Public Schools
RCPS

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Standards-Based Report Card

Parent Guide

for

Performance Expectations

First Grade

Parent Guide for Student Performance Expectations
First Grade

The primary purpose of the Rockdale County School System's standards-based report cards is to clearly communicate the achievement status of students with regard to the Georgia Standards of Excellence in the core content areas of English LanguageArts, Mathematics, Science, and Social Studies. These reporting tools aim to provide parents with the most accurate, fair, and useful information about their child's progress in school.

Throughout the year, teachers plan lessons designed to develop the skills and knowledge students need to master each of the performance standards. Each quarter, students are provided multiple opportunities to practice, attain, and demonstrate their progress toward achievement of the standards.

Each quarter, students' progress toward mastery of the standards is marked according to performance levels as described below.

Performance Level Indicators				
4	**3**	**2**	**1**	**■**
Exemplary Performance	**Meeting the Standard**	**Progressing Toward the Standard**	**Little or No Progress Toward Achievement of the Standard**	**Standard Not Assessed**

A score of 3 is the target performance level for all students. This score indicates that the student can **consistently** and **independently** demonstrate mastery of the standard. A score of 2 may indicate that the student can sometimes demonstrate the standard, but s/he is inconsistent and/or may need significant teacher assistance to reach the standard. A score of 1 indicates that the student is generally unable to demonstrate the standard even with much assistance and guidance. A score of 4 indicates that the student can independently and consistently demonstrate the standard AND is able to go significantly beyond the expected level of performance with greater depth and application.

The information contained in this guide describes the academic performance level that students must demonstrate to earn a 3 (Meeting the Standard) for the given standard on the report card at each 9-week interval. You will notice that performance expectations to earn a 3 (Meeting the Standard) increase each quarter as the year progresses.

Literacy Standards

Reading	Q1	Q2	Q3	Q4
Recognize features of a sentence	• Demonstrates understanding of the organization and basic features of print. • Recognizes the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).			
Recognize and manipulate sounds in words and syllables	• Orally produces single-syllable words by blending sounds (phonemes)- including consonant blends (e.g., /fl/, /gr/, etc.) • Segments spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Q1 skills and • Demonstrates understanding of spoken words, syllables, and sounds (phonemes). • Isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken and written single-syllable words.		Q1, Q2, and Q3 skills and… • Distinguishes long from short vowels in spoken single-syllable words.
Know and apply grade level phonics and work analysis skills	Independently and consistently, • Decodes regularly spelled one-syllable words. • Recognizes and reads grade-appropriate irregularly spelled words. (e.g., how, saw, was).	Q1 skills and • Knows final – e and common vowel team conventions for representing long vowel sounds.	Q1 and Q2 skills and… • Uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Knows the spelling word correspondences for common consonant diagraphs (e.g., sh, ch, ph) • Reads words with inflectional endings (e.g., -s, -ed, -es, -ing, -ly)	
Read high frequency words (Dolch List)	• Reads automatically 60-200 high frequency words.	Independently and consistently, • Reads automatically 80-210 high frequency words.	Q1 and Q2 skills … • Independently and consistently, • Reads automatically 100-219 high frequency words.	
Read with accuracy and fluency to support comprehension	• Reads a Saxon Phonics fluency passage 5 (on grade level) with an accuracy rate ≥ 95% and fluency rate of ≥ 15 words correct per minute.	• Reads Saxon Phonics Fluency Assessment 7 with an accuracy rate ≥ 95% and fluency rate of ≥ 30 words correct per minute on the grade level passage.	• Reads the grade-level Saxon Fluency Passage 15 with an accuracy rate ≥ 95% and fluency rate of ≥ 45 words correct per minute.	• Reads grade-level Saxon Phonics End-of-Year Passage with an accuracy rate of ≥ 95% and a fluency rate of ≥ 60 words correct per minute.
Recognize literary elements and uses to comprehend text	• Asks and answers questions about some details in a text. • Explains major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Q1 skills and… • Retells stories, including key details from the text and begins to demonstrate understanding of the central message or lesson. • Uses illustrations and details in a story to describe its characters, setting, or events.	Q1 and Q2 skills and…. • Demonstrates understanding of the central message or lesson. • Describes characters, settings, and major events in a story, using key details. • Compares/contrasts the adventures/experiences of characters in stories. • Identifies words and phrases in stories or poems that suggest feelings.	Q1, Q2, and Q3 skills and… • Identifies who is telling the story at various points in the text. • With prompting and support, reads prose and poetry of appropriate complexity for grade 1.
Use strategies to gain meaning from informational text	• Asks and answers questions about some details in a text. • Knows and uses various text features (e.g., headings, tables of content, glossaries, electronic menus, etc.) to locate key facts/information in a text.	Q1 skills and… • Identifies the main topic and key details. • Uses illustrations and details in a text to describe its key ideas.	Q1 and Q2 skills and… • Describes the connection between two individuals, events, ideas, or pieces of information in a text. • Identifies the reasons an author gives to support points in a text. • Identifies the basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Q1, Q2, and Q3 skills and. . . • Asks and answers questions to help determine or clarify the meaning of words and phrases in a text • Distinguishes between information presented by pictures or other illustrations and information provided by the words in a text. • With prompting and support, reads informational texts appropriately complex for grade one.

Writing	Q1	Q2	Q3	Q4
Develop ideas, organization, and style in writing across various forms	• Writes narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.	Q1 skills and… • Writes informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Q1 and Q2 skills and . . . • Writes opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Q1, Q2, and Q3 skills and… • Writes opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. • Writes informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • Writes narratives in which students recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Use the writing process effectively	• With guidance and support from adults, focus on a topic and responds to questions and suggestions from peers and add details as needed to strengthen writing. • May include oral or written prewriting (graphic organizers).		Q1 and Q2 skills and… • With guidance and support from adults, uses a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Use sources of information effectively	• Participates in shared research and writing projects. • With guidance and support from adults, recalls information from experiences to answer a question.			
Print legibly in everyday work	• Forms all letters (upper/lower case) correctly on primary lined paper with appropriate spacing in and between words.			
Use appropriate capitalization and punctuation in writing	• Capitalizes dates and names of people. • Capitalizes initial words. • Recognizes and use appropriate end punctuation in most sentences (.?).	Q1 skills and… • Uses commas in dates and to separate single words in a series. (Introduced Quarter 3)		
Use common spelling patterns and appropriate sight words in writing	• Spells majority of CVC words and easy sight words correctly (e.g., a, am, I, is, my, to). •	Q1 skills and… • Spells majority of long vowel (-e, common vowel patterns) correctly.	Q1 and Q2 skills and… • Knows the spelling-sound correspondences for common consonant digraphs (e.g., /ch/, /ck/, /sh/, etc.). • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	

Language	Q1	Q2	Q3	Q4
Use parts of speech appropriately	• Uses common, proper, and possessive nouns.. • Uses appropriate singular nouns or plural nouns with matching verbs and basic sentences (e.g. he hops, we hop).	Q1 skills and . . . • Uses verbs to convey a sense of past, present, and future.	Q1 and Q2 skills and… • Uses frequently occurring adjectives. • Uses determiners (e.g., articles-a, an, the-and demonstratives (e.g., this, that, these, those)	Q1, Q2 and Q3 skills and… • Uses personal pronouns (I, you, me, he, they) and possessive pronouns. • Uses indefinite pronouns (e.g., anyone, everything, etc.) • Uses frequently occurring conjunctions. • Uses frequently occurring prepositions.
Use appropriate sentence structure	• Produces complete sentences in speaking and shared language activities.	Q1 skills and… • Produces complete simple sentences in speaking and begin to expand to compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts. (Introduced in Quarter 2)		
Use vocabulary strategies to comprehend and communicate effectively	• Uses sentence-level context as a clue to the meaning of a word or phrase. • Sorts words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Q1 skills and… • Identifies frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking). • Uses frequently occurring affixes as a clue to the meaning of words. • Distinguishes shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or acting out the meanings.	Q1 and Q2 skills and… • Defines words by category and one or more key attributes (e.g., a dusk is a bird that swims; a tiger is a large cat with stripes). • Identifies real-life connections between works and their use, (e.g. note places at home that are cozy)	• Q1, Q2, and Q3 shills and . . . • Uses words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Speaking/ Listening	Q1	Q2	Q3	Q4
Participate in collaborative conversations	• Participates in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. • Follows agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • Builds on others' talk in conversations by responding to the comments of others through multiple exchanges. • Asks questions to clear up any confusion about the topics and texts under discussion. • Asks and answer questions about key details in a text read aloud or information presented orally or through other media.		Q1 and Q2 skills and . . . • Asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
Present ideas to others with a variety of formats	Independently and consistently, • Describes people, places, things, and events expressing ideas and feelings. • Adds drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. • Produces complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)			

Numeracy Standards

Solve Problems	Q1	Q2	Q3	Q4
Represent and solve problems involving addition and subtraction			• Demonstrates a complete understanding of using addition and subtraction within 20 to solve word problems unknowns in all positions by using a variety of models. • Represents the problem in multiple ways including drawings and or objects/manipulatives (e.g., counters, Unifix cubes, Digi-Blocks, number lines), and equations with a symbol for the unknown. • Solves a variety of addition and subtraction word problems. • Takes apart and combines numbers in a wide variety of ways. • Makes sense of quantity and be able to compare numbers. • Uses flexible thinking strategies to develop the understanding of the traditional algorithms and their processes. • Solves a variety of addition and subtraction word problems.	
Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20			• Demonstrates a complete understanding of solving word problems in which you add three whole numbers whose sum is less than or equal to 20 by using multiple representations, manipulatives, drawings and equations. • Adds numbers in any order and be able to identify the most efficient way to solve the problem. • Solves a variety of addition and subtraction word problems.	

Addition and Subtraction	Q1	Q2	Q3	Q4
Apply properties of operations as strategies to add and subtract			• Demonstrates a complete understanding of applying properties of operations as strategies to add and subtract, including knowing that 8+3=11 so 3+8=11 (Commutative Property) and that 4+2+6 is the same as 2+10 (Associative Property).	
Understand subtraction as adding an unknown quantity			• Demonstrates a complete understanding of subtraction as an unknown-addend problem. • Connects addition to subtraction (Inverse Operation) • Applies the strategy to think addition rather than take away: Rather than 9 - 6 = ask how many would you add to six to equal nine? • Uses concrete models with manipulatives to find the unknown.	

Add and Subtract within 20	Q1	Q2	Q3	Q4
Relate counting to addition and subtraction			• Demonstrates a complete understanding of relating counting to addition and subtraction. • Uses addition counting strategies (e.g., Counting All, Counting On, Counting On from the Larger Number, Counting Up and Counting Back From) to solve problems.	
Add and subtract within 20, demonstrating multiple strategies for addition and subtraction within 10			• Demonstrates a complete understanding of adding and subtracting within 20 using a variety of strategies to demonstrate fluency. • Fluently adds and subtracts within 10. • Uses "making 10" as a strategy to add and subtract within 20.	

Addition and Subtraction Equations	Q1	Q2	Q3	Q4
Determine if equations involving addition and subtraction are true or false			• Demonstrates a complete understanding of the meaning of the equal sign as balanced or "the same as" and determining if equations involving addition and subtraction are true or false.	
Determine the unknown whole number in an addition or subtraction equation			• Demonstrates a complete understanding of determining unknowns in an addition or subtraction equation relating three numbers. • Represents the problem in multiple ways including drawings and or objects/manipulatives (e.g., counters, Unifix cubes, Digi-Blocks, number lines) • Takes apart and combines numbers in a wide variety of ways • Makes sense of quantity and be able to compare numbers • Uses flexible thinking strategies to develop the understanding of the traditional algorithms and their processes • Solves a variety of addition and subtraction word problems.	

Counting	Q1	Q2	Q3	Q4
Count to 120, starting at any number less than 120, and represent each number	• Demonstrates a complete understanding of counting to 120 beginning with any number less than 120. • Demonstrates a complete understanding of the standard list of counting words in order, represent one-to-one correspondence/match with concrete materials up to 120. • Demonstrates a complete understanding of representations of visual models that match a visual representation of a set to a numeral, and ability to read a written numeral. • Demonstrates a complete understanding to represent numerals in a variety of ways, including tracing numbers, repeatedly writing numbers, tactile experiences with numbers (e.g., making numbers out of clay, tracing them in the sand, and writing on the white board or in the air)			

Place Value	Q1	Q2	Q3	Q4
Understand that the two digits of a two-digit number represent amounts of tens and ones				• Demonstrates a complete understanding of the value of each digit in a two-digit number. With little or no error: • uses base ten manipulatives (e.g., base ten blocks, Digi-Blocks, Unifix Cubes, ten frames, interlocking base ten blocks) to represent two-digit numbers • makes a connection between numerals, words, and quantities • applies knowledge that two-digit numbers are composed of bundles of tens and leftover ones • counts by tens and ones
Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <				• Demonstrates a complete understanding of comparing two-digit numbers using symbols. • Locates two-digit numbers on a number line to understand that numbers to the left of that number are less than (<) that number are greater than (>) that number.

Add and Subtract within 100	Q1	Q2	Q3	Q4
Add within 100 using concrete models or drawings and strategies; explain the reasoning used				• Demonstrates a complete understanding of adding within 100 including adding a two-digit number and a one-digit number and a multiple of 10 using a variety of methods and representations. With little or no error: • demonstrates knowledge of addition and subtraction fact families. • models addition and subtraction using base ten manipulatives (e.g., base ten blocks, Digi-Blocks, Unifix cubes) and explain the process. • demonstrates knowledge of place value. • uses a variety of methods that could involve invented, flexible or standard algorithmic thinking., including composing or decomposing to ten. • uses strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
Given a two-digit number, mentally find 10 more or 10 less than the number; explain the reasoning used				• Demonstrates a complete understanding of mentally finding 10 more or 10 less than a number without counting and explain the reasoning used. • Uses a number line or hundreds chart to identify patterns and make sense of 10 more or 10 less.
Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 using concrete models or drawings and strategies; explain the reasoning used				• Demonstrates a complete understanding of subtracting multiples of 10 using strategies based on the properties of place value and/or the relationship between addition and subtraction; and relate the strategy to a written method and explain the reasoning used. With little or no error: • uses base ten manipulatives, number lines or hundreds charts to model finding 10 less and explain reasoning • applies knowledge of addition and subtraction fact families. • models subtraction using base ten manipulatives (e.g., base ten blocks, Digi-Blocks, Unifix cubes) and explain the process. • applies the knowledge of place value and skip counting by 10 from any number.
Identify dimes and understand ten pennies can be thought of as one dime	• Understands a dime as a "bundle" of ten pennies. • Understands that pennies represent ones and dimes represent groups of tens.			

Measure Lengths	Q1	Q2	Q3	Q4
Order three objects by length; compare the lengths of two objects indirectly by using a third object			• Demonstrates a complete understanding of ordering three objects by length and comparing the lengths of two objects by using a non-standard unit of measure or a third object. • Applies knowledge of the concept of transitivity (e.g. the understanding that if the length of object A is longer than the length of object B and the length of object B is longer than the length of object C, than the length of object A is longer than the length of object C).	
Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end			• Demonstrates a complete understanding of understanding the length of an object by units using multiple non-standard units of measure. • Uses knowledge that length is the distance between the two endpoints of an object • Identifies a unit of measure • Understands the uses of nonstandard (e.g., paper clips, eraser length, toothpicks) as well as standard units of measurement. • Subdivides the object by the unit (placing the unit end to end with no gaps or overlaps next to the object (iterating).	

Time	Q1	Q2	Q3	Q4
Tell and write time in hours and half-hours using analog and digital clocks			• Demonstrates a complete understanding of telling and writing time in hours and half hours using analog and digital clocks. • Connects analog clocks to circles (see shapes) where half-hours are two equal shares of 30 minutes as measured by 1/2 rotation of the minute hand from the 12 position to the 6 position.	

Represent and Interpret Data	Q1	Q2	Q3	Q4
Organize, represent, and interpret data with up to three categories	Demonstrates a complete understanding of: • sorting data into separate categories • displaying data in appropriate graph, such as a picture graph • answering questions about the data such as 'Which category has more?' 'Which category has less?' 'What is the favorite snack of our class?' 'How many more stickers does Sam have than John?'			

Shapes	Q1	Q2	Q3	Q4
Distinguish between attributes that define a shape versus attributes that do not define a shape				• Demonstrates a complete understanding of distinguishing between defining attributes versus non-defining attributes by building or drawing shapes to possess defining attributes. • Sorts shapes (e.g., attribute blocks, polygon figures) by shape, number of sides, size or number of angles. • Uses geoboards, toothpicks, straws, paper and pencil, computer games to build shapes that possess the defining attributes. • Explains how two shapes are alike or how they are different from each other
Compose two-dimensional shapes or three-dimensional shapes to create a composite shape				• Demonstrates a complete understanding of composing 2-D or 3-D shapes to create a composite shape and compose new shapes from the composite shape. • Uses concrete manipulatives (e.g., pattern blocks, attribute blocks, cubes, rectangular prisms, cones, cylinders, geoboards, paper & pencil,) to create composite shapes from 2 or 3 dimensional shapes.
Partition circles and rectangles into two and four equal shares and describe				• Demonstrates a complete understanding of partitioning shapes into two and four equal shares using the correct terminology from the standard. • Uses the knowledge that the whole or unit has been partitioned into equal–sized portions or fair shares • Applies the concept of sharing equally with friends lays the foundation for fractional understanding. • Models halves and fourths with concrete materials. • Understands that dividing the same whole into more equal shares creates smaller shares.

Science Standards

Science & Engineering Practices and Crosscutting Concepts will be embedded into each quarter.

Physical Science	Q1	Q2	Q3	Q4
Obtain, evaluate, and communicate information to demonstrate the effects of magnets on other magnets and other objects	• Constructs an explanation of how magnets are used in everyday life. (Clarification statement: Everyday life uses could include refrigerator magnets, toys, magnetic latches, and name tags. • Plans and carries out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.			
Obtain, evaluate, and communicate information to investigate light and sound			• Constructs an explanation to observe and provide evidence that vibrating materials can make sound and that sound can make materials vibrate. • Designs a signal that can serve as an emergency alert using light and/or sound to communicate over a distance. • Uses observations to construct an explanation of how light is required to make objects visible. Ask questions to identify and compare sources of light. • Plans and carries out an investigation of shadows by placing objects at various points from a source of light.	

Earth Science	Q1	Q2	Q3	Q4
Obtain, evaluate, and communicate weather data to identify weather patterns		• Represents data in tables and/or graphs to identify and describe different types of weather and the characteristics of each type. • Asks questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water). • Plans and carries out investigations on current weather conditions by observing, measuring with simple weather and recording weather data • Analyzes data to identify seasonal patterns of change. (Clarification statement: Examples could include temperature, rainfall/snowfall, and changes to the environment.)		

Life Science	Q1	Q2	Q3	Q4
Obtain, evaluate, and communicate information about the basic needs of plants and animals				• Develops models to identify the parts of a plant— root, stem, leaf, and flower. • Asks questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter). • Designs a solution to ensure that a plant or animal has all of its needs met.

Social Studies Standards

Historical Understandings	Q1	Q2	Q3	Q4
Describes the life of historical figures in American history			• Identifies the contributions made by Thomas Jefferson, Lewis & Clark, Sacagawea, Ruby Bridges, Benjamin Franklin, George Washington Carver and Theodore Roosevelt. • Describes at least 4 things about their everyday life as compared with present day including food, clothing, homes, transportation, communication, recreation.	

Geographic Understandings	Q1	Q2	Q3	Q4
Describes how each historic figure was influenced by his or her time and place				Explains how the time and place where Thomas Jefferson Lewis & Clark, Sacagawea, Benjamin Franklin, George Washington Carver, Theodore Roosevelt, and Ruby Bridges lived, affected how the figures changed America.
Identifies and locates where they live on a map or globe	• Identifies (names) their city, county, state, nation and continent.	• Identifies (names) their city, county, state, nation, and continent.	• Identifies and locates their city, county, state, nation, and continent on a map or globe.	
Locates major topographical features of the earth's surface	• Identifies land and water features on a map and globe.	• Names and locates all seven continents. • Names and locates all five oceans. • Identifies land and water features on a map and globe.	• Locates and names all seven continents. • Locates and names all five oceans. • Identifies land and water features on a map and globe.	

Civic Understandings	Q1	Q2	Q3	Q4
Describes how historical figures display positive character traits			Describes how each historical figure has demonstrated positive citizenship traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment.	
Explains the meaning of patriotic words	Explains the meaning of patriotism through the words to *America (My Country 'Tis of Thee)* and *America the Beautiful.* (i.e. brotherhood, liberty, pride and freedom).			

Economic Understandings	Q1	Q2	Q3	Q4
Identifies goods and services		Identifies goods that people make and services that people provide for each other.		
Explains that scarcity is when unlimited wants are greater than limited resources			Explains that people have to make choices about goods and services because of scarcity.	
Describes how people are both producers and consumers		Describes how people are both producers and consumers.		
Explains that people earn income by working and they must make choices about saving and spending				Describes the costs and benefits of personal spending and saving choices. .

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Rockdale County Public Schools

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It is the policy of Rockdale County Public Schools not to discriminate on the basis of sex, sexual orientation, race, color, age, religion, national origin, or disability in educational programs, activities, or employment policies and practices.