

# Pearl River School District

## Elementary School Report Card Performance Descriptions – Grade 1

These performance level descriptions are provided as a guide to the student report card. The marking period focus is noted in the first column.

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
	<i>Does not meet grade level standards</i>	<i>Partially meets grade level standards</i>	<i>Meets grade level standards</i>	<i>Exceeds grade level standards</i>
<b>English Language Arts</b> <u>Listening/Speaking</u> <i>MP4 Focus</i> <i>Asks and answers questions orally; recounts/retells and determines central message from listening passages; makes interpretations and judgments/opinions from listening passages.</i>	Not yet participating voluntarily or listening to others. Can rarely respond to share key ideas.	Sometimes expresses ideas and shares information clearly. Occasionally participates and voluntarily listens to others.	Consistently expresses ideas and shares information clearly. Participates and asks questions while listening to others.	Always expresses ideas and shares information using complete sentences appropriate to the task and situation. Participates in discussions elaborating with questions, details and descriptions. Always listens to others.
<b>English Language Arts</b> <u>Reading</u> <i>MP4 Focus</i> <i>Consonants, vowels, blends, digraphs, syllables; rhyming words; ask and answer questions; predicting; suffix comparing/ contrasting; story details character; setting; plot; sequencing; literal/inferential/recall; Uses text structure to support comprehension</i>	Does not yet understand features of print. . Inconsistently blending and segmenting. Does not yet use target literacy strategies and behaviors to support comprehension. Does not yet demonstrate understanding of text through retelling, summarizing and/or discussion. Reads few texts with accuracy and fluency to support comprehension.	Understands some features of print. Sometimes can blend and segment. Understands some spoken words, syllables and sounds. Uses target literacy strategies and behaviors to support comprehension with some support. Demonstrates understanding of text through retelling, summarizing and/or discussion with teacher support. Reads with some	Understands and uses features of print. Understands spoken words, blending, segmenting syllables and sounds. Uses literacy strategies and behaviors to support comprehension. Understands text through retelling, summarizing and/or discussion. Reads with accuracy and fluency to support comprehension.	Understands advanced features of print. Consistently understands and applies blending and segmentation of spoken words, syllables and sounds. Independently uses literacy strategies and behaviors to support comprehension. Consistently understands text through retelling, summarizing and/or discussion. Reads with accuracy, fluency, and

		accuracy and fluency to support comprehension.		expression to support comprehension.
<b>English Language Arts</b> <u>Writing</u> <i>MP4 Focus</i> <i>Retelling stories; narrative genre.</i> <i>Non-fiction</i> <i>Opinion</i>	Is not yet able to write in complete sentences. Not able to use capital letters at the beginning of a sentence or end punctuation. Is not yet able to develop a topic with simple details.	With support can write in complete sentences with inconsistent capitalization and punctuation. Is beginning to develop a topic with some simple details with support.	Demonstrates the ability to write in complete sentences. Sometimes uses correct capitalization and end punctuation. Beginning to develop a topic using simple details.	Consistently writing complete sentences with correct punctuation and capitalization. Can develop a topic using simple details.
<b>Math</b> <u>MP4 Focus</u> <i>Numbers; decompositions; strategies for counting on; addition and subtraction; fluency with 10; word problems; commutative property of addition, Measurement, place value, Identifying, Composing and Partitioning Shapes, Time to the hour and half hour, Addition of tens and one using 2 digit numbers.</i>	Is not yet able to apply problem solving strategies with support. Is not yet able to compute accurately with addition and subtraction. Is not yet able to demonstrate fluency with addition and subtraction facts. Is not yet able to write a number sentence. Is not yet able to use drawings to help explain mathematical thinking.	Beginning to apply problem solving strategies with support. Sometimes computes accurately with addition and subtraction. Can demonstrate some fluency with addition and subtraction facts. Has difficulty writing a number sentence with support. With support can use drawings to help explain mathematical thinking.	Can apply problem solving strategies with support. Computes accurately with addition and subtraction. Knows addition and subtraction facts fluently. Can write a number sentence with support. Uses drawings to help explain mathematical thinking.	Applies problem solving strategies. Consistently computes accurately with addition and subtraction. Consistently demonstrates fluency with addition and subtraction facts. Can write a number sentence independently. Consistently uses drawings to help explain mathematical thinking.
<b>Science</b> <u>MP4 Focus</u> <i>Matter</i> <i>Planting</i>	Does not yet understand target science concepts or related content as observed by the teacher. Does not use target scientific inquiry skills.	Demonstrates a limited understanding of target science concepts and content. Sometimes uses target scientific inquiry skills including predicting, observing, and recording information.	Demonstrates an understanding of target science concepts. Uses target scientific inquiry skills including predicting, observing, and recording information.	Uses self-generated examples and connections to personal experience or prior learning to extend or apply understanding of target concepts. Extends target scientific inquiry skills including predicting, observing, and recording information.

<p><b>Social Studies</b>  <u>MP4 Focus</u>  <i>Customs and Traditions</i>  <i>Geography</i>  <i>Community</i>  <i>American History &amp;</i>  <i>Symbols</i></p>	<p>Does not yet understand target social studies concepts or related content as observed by the teacher.</p>	<p>Demonstrates a limited understanding of target social studies concepts and related content through oral discussion, drawing, labeling and writing.</p>	<p>Demonstrates an understanding of target social studies concepts and related content through oral discussion, drawing, labeling and writing.</p>	<p>Uses self-generated examples and connections to personal experience or prior learning to extend or apply understanding of target social studies concepts and related content through oral discussion, drawing, labeling and writing.</p>
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