

New Boston Central School



Family Guide *to understanding the*

Grade 1 Report Card

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<http://www.nbcs.k12.nh.us/>

Why Standards-Based Report Cards?

In the elementary grades, learning is seen as a process that is based on a developmental model. Traditional grading does not communicate student's strengths and weaknesses to parents or guardians. By using a standards-based report card, parents or guardians will have a better understanding of the areas their child needs additional practice.

Where do the standards come from?

The Mathematics and English Language Arts Standards come from the NH College and Career Ready Standards, which can be found here:

https://www.education.nh.gov/innovations/hs_redesign/competencies.htm

Reporting on Student Mastery

Score	Descriptor	Explanation
4	Consistently	Student consistently excels at grade level standards.
3	Usually	Student consistently and independently meets grade level standards. This is the expected outcome.
2	Sometimes	Student shows partial or inconsistent understanding of grade level standards. Independent performance shows gaps in understanding or teacher support is needed.
1	Not Yet	Student is not yet competent at grade level standards. Teacher support is needed to show basic competence.
N/A	Not Assessed	Not Assessed during this marking period.

Reporting on Successful Learner Characteristics

On a standard-based report card academic marks do not reflect a child's effort, attitude or work habits. These important characteristics are reported separately on the report card.

Successful Learner Characteristics

- **Safe**

- Follow directions
- Use materials and equipment appropriately
- Follow classroom routines and rules

- **Respectful**

- Listen with focus
- Respect the opinions of others
- Work well with peers
- Exhibit self-control

- **Responsible**

- Work independently
- Exhibit effort
- Participate actively
- Organize materials and tasks
- Complete classwork in a timely manner
- Complete homework assignments

Reading Power Standards

▪ **Literary & Informational Text**

- Answer questions to demonstrate comprehension
- Retell stories, including key details
- Identify characters, setting, and major events in a story
- Compare and contrast texts, including characters, events, or ideas

▪ **Foundational Skills**

- Read single-syllable words by blending sounds (phonemes), including consonant blends
- Isolate and pronounce beginning, middle, and ending sounds (phonemes) in single-syllable words
- Distinguish long from short vowel sounds in spoken single-syllable words
- Recognize final -e and common vowel team conventions for representing long vowel sounds
- Read two-syllable words following basic patterns by breaking the words into syllables, including words with inflectional endings
- Read grade-level high frequency words by sight
- Use context to monitor for meaning; self-correct as necessary
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings

▪ **WRITING & GRAMMAR**

- Develop and organize an idea appropriate to the writing purpose
- Use grade-level rules of grammar
- Use grade-level capitalization and punctuation
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell unknown words phonetically

▪ **SPEAKING & LISTENING**

- Participate in collaborative conversations, following agreed-upon rules for discussions
- Clearly present a topic using relevant facts and details

Mathematics Power Standards

▪ **Operations & Algebraic Thinking**

- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10
- Represent and solve word problems involving addition within 20

▪ **Number & Operations in Base Ten**

- Count to/within 120; read and write numbers to 120
- Demonstrate understanding of place value for 2-digit numbers
- Add a 2-digit and a 1-digit number within 100
- Add and subtract using multiples of 10

- **Measurement & Data**

- Measure the length of an object
- Tell and write time in hours and half-hours using analog and digital clocks
- Organize, represent, and interpret data with up to three categories

- **Geometry**

- Identify shapes and their attributes

Science Power Standards

- Ask questions and define problems
- Plan and carry out investigations
- Construct explanations and design solutions
- Develop Models

Social Studies Power Standards

- Demonstrate understanding of content and concepts in the areas of history, geography, government, and economics
- Apply and analyze tools such as maps, graphs, and charts to report about real-world information and events

Integrated Arts Power Standards

- **Art**

- Demonstrates and applies art concepts and skills
- Demonstrates positive work habits: respect, Appropriate use of equipment, preparedness, and working cooperatively with others

- **Music**

- Demonstrates and applies music concepts and skills
- Demonstrates positive work habits: respect, Appropriate use of equipment, preparedness, and working cooperatively with others

- **Physical Education**

- Demonstrates and applies physical education concepts and skills
- Demonstrates positive work habits: respect, Appropriate use of equipment, preparedness, and working cooperatively with others