



**First Grade**

**Raymore-Peculiar School District**

Accredited with Distinction

Mission: Preparing each Student for a Successful and Meaningful Life



**Standards-Referenced Report Card Parent Guide 2013-14**



Greetings,

A reporting system's purpose is to provide ongoing and meaningful feedback so students, parents and teachers know where students are with their understanding, what it takes to improve, and what the target or goal is for mastery. Students become more engaged and motivated in their learning when they understand what it takes to reach proficiency.

This parent guide has been designed to provide an understanding of the reporting method. If you have questions, please contact your child's teacher or your school's principal.

Sincerely,  
Academic Services

### **Ray-Pec Administration**

Dr. Kari Monsees, Superintendent

Dr. Kevin Daniel, Assistant Superintendent of Academic Services

Dr. Karen Hurst, Director of Curriculum, Assessment and Elementary Education

Karmin Ricker, Instructional Design and Technology Coordinator

Jacque Underwood, Director of Special Services Grades PK-4

Linda Bass, Director of Special Services Grades 5-12

Kristel Barr, Director of Student Services and Secondary Education

Dr. Al Voelker, Principal of Bridle Ridge Intermediate

Randy Randolph, Principal of Eagle Glen Intermediate

Dr. Jerrod Fellhauer, Principal of Creekmoor Elementary

Dr. Lovie Driskill, Principal of Timber Creek Elementary

Michelle Hofmann, Principal of Raymore Elementary

Doug Becker, Principal of Stonegate Elementary

Missy Mattingly, Principal of Shull Elementary

Rob Weida, Principal of Peculiar Elementary

### **Why does the Raymore-Peculiar School District utilize a standards-referenced report card (SRRC)?**

- The state requires mastery of standards to be promoted. Report cards should reflect that a student has mastered the standards and inform everyone that a child is ready to move on to the next grade.
- SRRCs link standards together throughout the grade levels increasing in breadth and depth each year.
- SRRCs highlight **Power Standards**. There are many standards to teach and learn. **Power Standards** identify which are most important standards for students to know.
- SRRCs provide more continuity across grades. For example with SRRCs, the 1<sup>st</sup> grade teacher will know what **learning targets** were taught the previous year.
- Teachers can reflect upon their teaching practices. Studies show that students learn more with reflective teachers who are constantly thinking about what and how to teach.
- SRRCs help teachers focus upon what to emphasize.
- Students know what is expected in his or her learning.
- SRRCs help make scoring and reporting more uniform throughout the district.
- SRRCs help parents better understand what their children know and need to learn

## **Information on the Report Card**

### **1. Student Information**

General information about a student.

### **2. Attendance**

Days a student is enrolled, absent or tardy.

### **3. Quarters**

Four quarters during the school year. Quarterly reporting is on the progress of *Learning Targets*. Final report of the year will measure understanding of Learning Targets and *Power Standards*. Art, Music, and Physical Education will report on a semester basis (2<sup>nd</sup> quarter and 4<sup>th</sup> quarter). Technology skills are a part of how students learn in the 21<sup>st</sup> Century. Technological skills and processes will be taught and students will apply these within their content learning. A separate score will not be reported out separately on the report card.

### **4. Student Learning Attributes**

#### **Effort**

Perseveres and attempts quality work

#### **Engagement**

Actively participates and listens; shows interest

#### **Responsibility**

Follows directions; meets deadlines; manages time; advocates for self; demonstrates sportsmanship

#### **Respectfulness**

Respects people, property, and uses network etiquette when online, cooperates with others

#### **Preparedness**

Prepares and organizes for learning with positive attitude and needed materials

### **5. Academic Descriptors**

**4**=Learning and performing beyond grade-level or course standards

**3**=Meeting grade-level or course standards independently; thoroughly; and accurately

**2**=Progressing toward grade-level or course standards with some additional help and support

**1**=Experiencing difficulty meeting required grade-level or course standards; consistently requires assistance

**IE**=Insufficient Evidence

**NA**=Not assessed at this time

**M**=Modified Standard

The markings show how your student's performance compares to clearly defined grade-level standards. The grade-level standards are based on the Missouri Learning Standards.

When determining an achievement level, teachers consider the degree to which a student is able to demonstrate progress, apply skills and knowledge through assessments, performance, and products over time. A preponderance of evidence is used when determining student understanding.

Deeper explanation of Academic Descriptors:

#### **4 =Learning and performing exceeds grade-level or course standards**

The student's academic performance significantly and consistently demonstrates knowledge, application, and extension of content standards not necessarily taught during the year. Typically a

student at this level extends the understanding of the grade level standards, goes deeper, explores connections or relationships through critical thinking or exhibits creativity in their thinking.

**3=Meeting grade-level or course standards independently; thoroughly; and accurately**

The student's academic performance consistently demonstrates knowledge and application of grade level standards.

**2 =Progressing toward grade-level or course standards with some additional help and support**

The student's academic performance partially demonstrates knowledge of grade level standards taught during the year and may require assistance periodically. The student understands specific learning targets, but does not demonstrate understanding of the grade level standard consistently or thoroughly.

**1 =Experiencing difficulty meeting required grade-level or course standards; consistently requires assistance**

The student's academic progress demonstrates limited knowledge of grade level standards taught during the year. Progress indicates student may not achieve proficiency by the end of the year. The student requires assistance throughout.

**IE=Insufficient Evidence**

There is not enough evidence at this time to determine level of understanding.

**NA=Not Assessed at this Time**

Student progress has not been measured at this time.

**M=Modification of Standard**

Standard has been modified to align with specific individualized student learning plans. Modifications are based on a student's present level of academic performance.

# FIRST GRADE

## Power Standards and Learning Targets

### English Language Arts

#### **Power Standard**

The student will be able to read material appropriate to first grade.

#### **Learning Targets**

- I can compare my knowledge and ideas regarding informational and literary text.
- I can describe key ideas and details.
- I can describe the elements of craft and structure in informational and literary text.

#### **Power Standard**

The student will be able to apply reading foundational Skills.

#### **Learning Targets**

- I can apply phonics and word recognition skills.
- I can demonstrate phonological awareness.
- I can demonstrate print concepts.

#### **Power Standard**

The student will be able to apply writing skills.

#### **Learning Targets**

- I can demonstrate use of various types of writing and their purposes.
- I can participate in research to build and present knowledge.
- I can produce and distribute writing with guidance and support.( directive or general feedback)  
Introductory level Target

#### **Power Standard**

The student will be able to participate in collaborative conversations.

#### **Learning Targets**

- I can demonstrate comprehension through collaboration.
- I can share my knowledge and ideas.

#### **Power Standard**

The student will be able to demonstrate command of the English language when reading, writing, speaking, and listening.

#### **Learning Targets**

- I can acquire and use vocabulary.
- I can demonstrate conventions of Standard English.

### Math

#### **Power Standard**

The student will be able to explain the use of number And operations in base ten.

#### **Learning Targets**

- I can extend the counting sequence.
- I can understand place value.
- I can use place value understanding and properties of operations to add and subtract.

#### **Power Standard**

The student will be able to explain the use of operations and algebraic thinking.

#### **Learning Targets**

- I can add and subtract within 20.
- I can represent and solve problems involving addition and subtraction.
- I can understand and apply properties of operations and the relationship between addition and subtraction.
- I can work with addition and subtraction equations.

#### **Power Standard**

The student will be able to interpret measurement and data.

#### **Learning Targets**

- I can measure lengths indirectly and by iterating length units.
- I can represent and interpret data.
- I can tell and write time.

#### **Power Standard**

The student will be able to analyze understanding of geometry.

#### **Learning Targets**

- I can reason with shapes and their attributes.

### Science

#### **Power Standard**

The student will be able to demonstrate understanding of light and sound.

#### **Learning Targets**

- I can describe how light or sound can be used to communicate over a distance.

#### **Power Standard**

The student will be able to demonstrate understanding of the structure and function of plants and animals.

#### **Learning Targets**

- I can explain how plants and animals use their external part to help them survive, grow, and meet their needs.
- I can make observations that young plants' and animals' traits are similar to their parents.

#### **Power Standard**

The student will be able to demonstrate understanding of patterns and cycles in the space system.

#### **Learning Targets**

- I can predict patterns in the day and night sky.

## Social Studies

### Power Standard

The student will be able to understand the purpose of rules and laws.

### Learning Targets

- I can explain how rules and laws are made for the common good.

### Power Standard

The student will be able to recognize that people are diverse.

### Learning Targets

- I can compare likes and differences among people.

### Power Standard

The student will be able to explain the contributions of U.S. historical figures.

### Learning Targets

- I can identify the contributions of US historical figures.

### Power Standard

The student will be able to explain the significance of our national symbols.

### Learning Targets

- I can explain the significance of several national symbols.

## Art

### Power Standard

The student will be able to develop works of art through the application of art materials, techniques, and processes.

### Learning Targets

- I can apply media to an area with control in drawing and painting.
- I can apply overlapping.
- I can compare texture.
- I can create a mono print.
- I can experiment with simple hand building techniques. (pinch/pull, rolling, etc.)
- I can identify warm and cool colors. \*introduce neutrals\*
- I can use various lines.

### Power Standard

The student will be able to explore visual arts to communicate a variety of creative ideas, feelings, and experiences.

### Learning Targets

- I can connect my art to my environment.

## Music

### Power Standard

The student will be able to demonstrate music literacy.

### Learning Targets

- I can perform rhythms using quarter notes, quarter rests, and eighth note pairs.
- I can perform so and mi with the appropriate hand signs.

### Power Standard

The student will be able to sing tunefully and with expression.

### Learning Targets

- I can sing a first grade song in a light voice.
- I can follow my teacher's cutoffs and downbeats to start or stop making music.

## Physical Education

### Power Standard

The student will be able to demonstrate a variety of manipulative skills and movement patterns for lifetime wellness.

### Learning Targets

- I can skip continuously.
- I can leap continuously using each lead leg.
- I can throw to a stationary target.
- I can dribble a basketball while moving.
- I can jump rope continuously.
- I can demonstrate bilateral skills.
- I can strike a ball continuously with a paddle.
- I can dribble a soccer ball continuously.