



Language Arts

- Reads, understands, and discusses grade level texts at instructional level I or higher.
- Reads 200 Dolch Sight Words with fluency.
- Writes 5 sentences using proper capitalization, punctuation, spacing, letter formation, and phonetic spelling.
- Identifies story elements such as characters, setting, main idea/ major events, and key details.
- Distinguishes long from short vowel sounds in spoken single syllable words.
- Segments spoken single-syllable words into their complete sequence of individual sounds.
- Writes a complete narrative piece with sequenced events of what happened, uses temporal words to show order, and provides closure.
- Orally produces single-syllable words by blending sounds (phonemes), including consonant blends.
- Knows the spelling-sound correspondences for common consonant digraphs.
- Writes a complete informative text with topic, supplies facts, and provides closure.
- Decodes two-syllable words following basic patterns by breaking the words into syllables.
- Knows final -e and common vowel team conventions for representing long vowel sounds.
- Writes a complete opinion piece with topic or name of book, states an opinion, supplies a reason, and provides closure.



Science

The First Grade Georgia Standards of Excellence for science engage students in raising questions about the world around them and seeking answers by making observations. First graders use whole numbers to analyze scientific data. They identify how magnets pull on all things made of iron and either attract or repel other magnets. First graders create drawings that correctly depict something being described. The students are asked to plan and carry out simple investigations to understand patterns (shadows, sound, weather, and daily needs of plants and animals) observed in the world around them and make predictions based on these investigations. They follow safety rules.

Students are expected to:

- **Understand the concepts of Earth Science.**
- **Understand the concepts of Physical Science.**
- **Understand the concepts of Life Science.**



Math

- Counts from any given number to 120 (0-120 by 1's from any given number between 0-120).
- Writes numbers to 120.
- Represents the two-digits of a two-digit number. Shows the amount of tens and ones.
- Adds within 20 including word problems.
- Subtracts within 20 including word problems.
- Adds fluently within number 1-10.
- Understands greater than, less than and equal to within numbers 10-99 using symbols .
- Subtracts fluently within number 1-10.
- Tells and writes (digital and analog) hour and half hour.
- Orders 3 objects by length (compares) shortest to longest and longest to shortest using nonstandard units of measurements.
- Adds within 100, including adding a two-digit number and a 1-digit number and a multiple of ten.
- Subtracts using a two-digit number and a multiple of ten.
- Collects data, represents and interprets data for 3 categories (how many more, how many less, how many in all).
- Composes rectangles, squares, trapezoids, triangles, half-circles and quarter-circles.
- Composes cubes, right rectangular prisms, right circular cones, and right circular cylinders.



Social Studies

In the first grade, students continue their introduction to United States history through the study of selected historical figures. In the history strand, students study the important contributions each historical person made. In the geography strand, students learn about where these historical people lived and explore important basic geographic concepts. The civics strand provides a study of the positive character traits exhibited by these important historical figures. The economics strand continues the introduction of basic economic concepts.

Students are expected to:

- **Understand historical concepts of Social Studies.**
- **Understand geographical concepts of Social Studies.**
- **Understand government/civics concepts of Social Studies.**
- **Understand economic concepts of Social Studies.**



Understanding Your Child's Report Card

1st Grade

Dawson County Schools



Why Standards-based?

Students in 1st grade will be evaluated using a standards-based report card.

In standards-based grading, student progress is measured by determining student progress toward mastery of grade level standards/skills. Rather than receiving one grade per content area, your child will receive a breakdown of performance by standard cluster enabling you to more readily identify areas of academic strength and opportunities for improvement. In addition, the report includes information on work ethic/habits and behavior that impact student achievement.

Students' progress will be reported in relation to the end-of-year expectation for the standard. The performance indicators below will be used to determine progress.

Performance Indicators

ES = Exceeds Standards: Performance exceeds the standard. Student consistently produces exceptional work with minimal teacher support. Student is working above grade level.

M = Meets: Performance meets standard, and student produces quality work with little to no teacher support. Meets grade-level expectation.

IP = In Progress: Performance is approaching standard, and student applies learned skills with some teacher support.

ND = Not Yet Demonstrated: Performance is below standard, and student needs much teacher support, frequent re-teaching, and additional practice.

Science, Social Studies, Art, Music, PE, and Interpersonal skills will be marked as Satisfactory, Needs Improvement, or Unsatisfactory.

Understanding the Goal

Students learn at different rates and in different ways.

Imagine a child learning how to ride a bike and the natural development of these skills. It may look something like the diagram below.

Standards-based grading for academics follows the same principles. Thinking about it this way gives teachers, parents, and students a better idea of where students are in relation to the goal.



Student Goal: To Ride the Bike Themselves!		
	ES	Exceeding the Standard The student can not only ride the bike independently, but also perform stunts!
	M	Meeting the Standard ★ Target The student is successfully riding the bike themselves!
	IP	Progressing Toward the Standard The student is pedaling well and staying upright as long as someone is assisting.
	ND	Not Meeting the Standard The student is riding the bike, but only with the use of training wheels.

Grade Reports

Elementary school families will receive nine week report cards. Additional progress reports will be sent home with students every 4 1/2 weeks. Students' progress will be reported in relation to the end-of-year expectation for the standard.

In addition to the four content areas, art, music, and PE, students will also receive feedback on the following personal/interpersonal skills:

- Follows two step directions
- Stays On-task
- Works Independently
- Follows school & class rules
- Uses materials appropriately with others
- Works cooperatively with others
- Asks questions/seeks help when needed
- Writes legibly in everyday work

Traditional vs. Standards-based Grading

Traditional Report Card

Class	Q1
Mathematics	95% = A

Standards-based Report Card

Class/Standards	Q1
Mathematics	M
I can define a number sentence	M
I can solve number sentences that have brackets	M
I can solve number sentences that have braces	M
I can create number patterns using two rules	M
I can estimate the answers of number sentences	M
I can find the sum of two 2-digit numbers	M
I can find the difference of two 2-digit numbers	IP
I can find the product of two 2-digit numbers	IP
I can find the quotient of two 2-digit numbers	ND