



# First Grade

**Parent Guide for  
Student Expectations  
2008-2009**

**First Grade Standards-Based Report Card  
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2008-2009**

The standards-based report cards being implemented by the Douglas County School System have been created for the purpose of providing parents the most accurate, fair and useful information about their child's progress in school. The report card gives a clear message to parents about what their children know, what they are able to do, and what they need to learn in relation to the Georgia Performance Standards. Each quarter provides students multiple opportunities to practice, attain, and demonstrate mastery of the standards.

The information contained in this guide is the level 3 expectations for the standards on the report card. This can be a helpful tool for understanding what your child is to learn and understand each quarter of the school year.

As you look at the guide, you will notice that the expectations increase as the year progresses. Therefore, your child could earn a **3** for a standard in the first quarter and then earn a **2** for the second quarter, due to the increase in the expectations. Please ask your child's teacher if you have any questions or if you need clarification.

Below is the key to understanding the numbers used to evaluate student progress in the areas of language arts, math, science and social studies:

<b>Key to Academic Achievement</b>			
<b>3</b> Consistently and independently achieves the standard	<b>2</b> Progressing toward achievement of the standard	<b>1</b> Limited or minimum progress toward achievement of the standard	<b>X / ■</b> Not assessed at the time

Below is the key to understanding the letters for evaluating student initiative, work habits and the special areas of physical education, art and music:

<b>Key to Initiative and Work Habits and Special Areas</b>		
<b>S</b> <b>SUCCESSFUL</b> Student displays appropriate learner behaviors for kindergarten	<b>P</b> <b>PROGRESSING</b> Student behavior improving, but not yet displaying satisfactory behaviors	<b>N</b> <b>NEEDS IMPROVEMENT</b> Student does not display behaviors that lead to successful learning

Report cards will be issued at the end of every quarter. They will be distributed as follows:

First Quarter: October 15, 2008  
Second Quarter: January 7, 2009

Third Quarter: March 25, 2009  
Fourth Quarter: May 29, 2009

## The Georgia Performance Standards

Georgia has a new curriculum implemented in grades kindergarten through grade twelve. It is called the Georgia Performance Standards, or the GPS. The GPS includes standards for English Language Arts, Mathematics, Science, and Social Studies. At this time, courses in Foreign Language and Career, Technical, and Agricultural Education are being converted to performance standards. Courses in health, physical education, and fine arts will be converted to performance standards at a future date.

The state's curriculum is a guideline for instruction that helps teachers, students, and parents know what topics must be covered and mastered for a particular course. The curriculum establishes the minimum standards, and does not prohibit systems, schools, or teachers from adding material to it.

The Georgia Performance Standards are the result of months of work by teacher teams, state and national experts, and consultants. National standards were examined from high-performing states such as Michigan, Texas, and North Carolina, and nations such as Japan. Guidelines of national groups such as the National Council of Teachers of Mathematics and the American Association for the Advancement of Science were also consulted.

What is a performance standard, and why does it represent an improvement upon the old content standards used in the previous curriculum?

Performance standards go into much greater depth than the content objectives used in the previous curriculum. The performance standard incorporates the content standard, which simply tells the teacher what a student is expected to know (i.e., what concepts he or she is expected to master), and expands upon it by providing three additional items: suggested tasks, sample student work, and teacher commentary on that work.

Performance standards provide clear expectations for assessment, instruction, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know "how good is good enough." The performance standards isolate and identify the skills needed to use the knowledge and skills to solve problems, reason, communicate, and make connections with other information. Performance standards also tell the teacher how to assess the extent to which the student knows the material or can manipulate and apply the information.

What can I do to help my child achieve the standards?

1. Ask your child specific questions about school and listen to their answers.
2. Read the information provided from the school on the standards.
3. Provide experiences your child can build upon.
4. Know what is being taught each quarter.
5. Provide learning games, puzzles, and books.
6. Visit the library and read to and with your child.
7. Keep your child well rested.
8. Establish a regular homework routine.
9. Guide television and movie viewing.
10. Ask open ended questions, including "why" and "how" questions about their world.
11. Make sure your child is on time to school each and every day.
12. Communicate frequently with your child's teacher and attend events held at school.

In order to receive a score of 3, a student consistently and independently:

Reading	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Identifies and orally manipulates words and sounds in spoken words	Isolates beginning, middle, and ending sounds in single syllable words; Identifies onsets and rimes in one syllable words; Adds, deletes, or substitutes target sounds.		Orally blends and segments phonemes in spoken words.	
Demonstrates phonological awareness skills	Distinguishes between long and short vowels in one syllable spoken words, orally blends two-four phonemes into words or non-sense words.			
Applies letter sounds in reading	Generates sounds for all letters and letter patterns to decode new words in grade level text.	Generates sounds for all letters and letter patterns including long/short vowels to decode new words in grade level text, applies and reads consonant blends, digraphs, inflectional endings, vowel digraphs, and r-controlled vowels.	Generates sounds for all letters and letter patterns including long/short vowels to decode new words in grade level text, applies and reads consonant blends, digraphs, inflectional endings, vowel digraphs, and r-controlled vowels.	
Identifies high frequency words in grade level text	Quickly decodes 200-220 high frequency words AND applies them to grade level text.	Quickly and accurately decodes, recognizes high frequency words from the text (200-220+), and uses self-correction with grade level text.	Quickly and accurately decodes, recognizes high frequency words from the text (215-220+) and uses self-correction with grade level text.	Quickly and accurately decodes, recognizes high frequency words from the text 220+ and uses self-correction with grade level text.
Demonstrates fluency in reading	Decodes quickly and accurately using self correction within grade level text with appropriate expression; ALSO reads 30 wpm.	Decodes quickly and accurately using self correction within grade level text with appropriate expression; ALSO reads 40 wpm.	Decodes quickly and accurately using self correction within grade level text with appropriate expression; ALSO reads 50 wpm.	Decodes quickly and accurately using self correction within grade level text with appropriate expression; ALSO reads 60 wpm.
Acquires and uses vocabulary to communicate	Reads and listens to a variety of text and uses new words in oral and written language while increasing vocabulary to reflect a growing range of interests on grade level.			
Demonstrates comprehension in grade level text	Uses a variety of strategies to gain meaning from grade level text whether independently read, or read aloud.	Uses a variety of strategies to gain meaning from grade level text whether read independently or with a partner.		
Writing/Grammar	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Identifies parts of speech	Identifies pronouns.	Uses singular possessive pronouns and nouns (singular and plural) correctly.	Uses singular possessive pronouns, nouns (singular and plural) AND singular possessive pronouns correctly.	
Applies spelling/phonics skills to written work	Spells words using previously taught spelling patterns and uses common rules of writing.			
Uses grammar and mechanics	<b>NOT ASSESSED THIS QUARTER</b>	Punctuates and capitalizes all written sentences.	Punctuates and capitalizes all written sentences correctly AND uses commas in a series of items correctly.	
Uses the writing process	Describes an experience in writing using complete sentences; Begins to write different types of sentences.	Describes an experience in writing using complete sentences; Writes different types of sentences (simple/compound, declarative/interrogative) using the writing process.	Writes a text of appropriate length (5-7 sentences) using a variety of sentences (simple/compound, declarative/interrogative); Writes sentences with correct subject-verb agreement and rereads to self and others revising and making corrections.	
Prints legibly in every day work	Can print with appropriate letter formation.	Prints with appropriate letter formation and spacing.		
Research	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Uses reference materials to locate information	<b>NOT ASSESSED THIS QUARTER</b>		Uses a dictionary AND glossary correctly AND uses a variety of sources to gather information for writing (Internet, books, etc).	
Listening, Speaking, & Viewing	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Uses oral and visual strategies to communicate	Follows three part oral directions; Recalls information presented orally; Responds appropriately to questions, communicates effectively when speaking sentences.			
Vocabulary	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Identifies antonyms and synonyms	<b>NOT ASSESSED THIS QUARTER</b>	Identifies opposites (antonyms) and similar meaning words (synonyms).		
Identifies compound words and contractions	<b>NOT ASSESSED THIS QUARTER</b>	Identifies compounds and contractions.		
Identifies multi-meaning words	<b>NOT ASSESSED THIS QUARTER</b>		Recognizes AND understands words with more than one meaning.	

In order to receive a score of 3, a student consistently and independently:

Mathematics				
Number & Operations	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Determines equivalent names for numbers	Builds numbers up to 40 by using manipulatives, models, diagrams, and number sentences.	Builds numbers up to 60 by using manipulatives, models, diagrams, and number sentences.	Builds numbers up to 80 by using manipulatives, models, diagrams, and number sentences.	Builds numbers up to 100 by using manipulatives, models, diagrams, and number sentences.
Orders and compares numbers	Uses manipulatives and/or a number line to demonstrate the order of numbers and compares sets of numbers up to twenty using the terms greater than, less than, and equal to.	Uses manipulatives and/or a number line to demonstrate the order of numbers and compares sets of numbers up to twenty using the terms greater than, less than, and equal to.		
Understands and uses place value	<b>NOT ASSESSED THIS QUARTER</b>	Represents 2-digit numbers using manipulatives and tens/ones.		
Recognizes, describes, and extends patterns	Counts by 1s to 50 and by 5s and 10s to 100 without a number grid.	Counts by 2s, 5s, and 10s from various numbers up to 100 and identifies one more than and one less than a given number.	Counts by 2s, 5s, and 10s to and from numbers up to 100 and identifies one more than, one less than, 10 more than, and 10 less than a given number.	
Determines the value of money and makes equivalent trades	Makes fair trades using pennies, nickels, and dimes and counts out coins needed to purchase items less than \$1.	Makes fair trades using pennies, nickels, dimes, and quarters and counts out coins needed to purchase items less than \$1.	Continues Quarter 3 AND identifies bills and their value and makes fair trades involving combinations of bills to purchase items less than \$20.	
Knows addition and subtraction facts	<b>NOT ASSESSED THIS QUARTER</b>	Knows all addition facts to 12.	Knows all addition facts to 18 AND subtraction facts to 12.	Knows all addition AND subtraction facts to 18.
Uses strategies to solve +/- problems	<b>NOT ASSESSED THIS QUARTER</b>	Solves simple addition word problems using pictures, words and/or models and can explain their thought processes.	Solves simple addition and subtraction word problems using pictures, words and/or models and can explain their thought processes.	
Adds 2-digit numbers	<b>NOT ASSESSED THIS QUARTER</b>		Applies addition to 2-digit numbers without regrouping (e.g. 15+3, 22+7), using manipulatives or visual aids.	
Subtracts 2-digit numbers	<b>NOT ASSESSED THIS QUARTER</b>			Applies subtraction to 2-digit numbers without regrouping (e.g. 15-13, 32-27), using manipulatives or visual aids.
Identifies and uses fraction concepts	<b>NOT ASSESSED THIS QUARTER</b>	Uses informal strategies to share objects equally and identifies and labels halves and fourths as equal parts of a whole.		
Geometry	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Recognizes positional relationships	Arranges objects per oral instructions by proximity, position, and direction: near, far, below, above, up, down, behind, in front of, next to, and left or right of...			
	Recognizes at least 5 out of 11 positional relationships.	Recognizes at least 7 out of 11 positional relationships.	Recognizes at least 9 out of 11 positional relationships.	Recognizes all 11 positional relationships.
Creates two- and three-dimensional figures	<b>NOT ASSESSED THIS QUARTER</b>	Builds, draws, names, and describes two- and three-dimensional figures and uses them to create pictures.		
Classifies geometric figures	<b>NOT ASSESSED THIS QUARTER</b>	Classifies geometric shapes by common attributes - position, shape, size, number of sides, and number of corners (all 5 attributes).		
Measurement	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Time measurement	Knows there are 7 days in a week and 12 months in a year.	Tells time to the hour and orders the sequence of events.	Understands the relationship of calendar time AND the movement of the minute hand as it relates to the hour hand by telling time to the nearest hour AND half hour on an analog AND digital clock.	
Compares and orders weights	<b>NOT ASSESSED THIS QUARTER</b>		Estimates and measures length AND weight of objects using a non-standard unit of measurement AND a created tool.	
Data Analysis & Probability	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Creates and interprets graphs	Organizes and records data using objects, pictures, tally marks, and picture graphs and interprets data in these types of graphs (at least 3 out of 4).			Organizes and records data using objects, pictures, tally marks, and picture graphs and interprets data in these types of graphs (all 4).

In order to receive a score of 3, a student consistently and independently:

Process Skills	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Creates and solves word problems	Solves simple word problems relating to data and interpreting graphs.	Uses and communicates new mathematical knowledge to solve problems in multiple ways.		

Science				
Physical Science	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Investigates properties of sound	NOT ASSESSED THIS QUARTER		Identifies emergency sounds and sounds that keep us safe AND understands that vibrations cause sound AND understands the concepts of pitch and volume.	
Investigates properties of light	NOT ASSESSED THIS QUARTER		Recognizes sources of light AND explains how shadows are formed.	
Demonstrates and investigates properties of magnets	NOT ASSESSED THIS QUARTER			Identifies and demonstrates that magnets have certain characteristics, attract certain metals, repel other metals, and identifies objects that do not block magnetic force.
Earth Science	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Uses weather data to identify patterns in weather and climate	NOT ASSESSED THIS QUARTER	Identifies weather types and characteristics and uses simple weather instruments to observe weather and compares data collected to seasonal changes.		
Describes and compares water as it relates to weather	NOT ASSESSED THIS QUARTER	Describes how water changes state as it moves through the water cycle and determines that the weight of water is constant as it changes state.		
Life Science	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Identifies the basic needs of plants	Identifies the basic needs of plants (air, water, light, nutrients).			
Identifies the basic needs of animals	Identifies the basic needs of animals (air, water, food, shelter).			
Identifies the parts of a plant	Identifies the parts of a plant (root, stem, leaf, and flower).			
Compares and describes characteristics of various animals	Compares and describes characteristics of various animals (appearance, motion, growth, basic needs).			
Health	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Practices life skills	Describes appropriate ways to handle conflict resolution strategies with themselves, friends, and family members in the real world and in the media; Demonstrates ways to prevent or respond to accidents, emergency procedures, and threats to personal safety.			
Demonstrates health enhancing skills	Describes the appropriate or inappropriate use of alcohol, tobacco, and drugs; Explains that exercise strengthens muscles and bones, effects growth and development, and proper nutrition and healthy daily personal habits promotes personal health and prevents illness.			

In order to receive a score of 3, a student consistently and independently:

Social Studies				
Historical Understandings	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Reads about and describes the life of historical figures in American History	<b>NOT ASSESSED THIS QUARTER</b>	Describes the life of historical figures (B. Franklin, T. Jefferson, M. Lewis & W. Clark w/Sacagawea, H. Tubman, T. Roosevelt, GW Carver), AND distinguishes between everyday life of historical figures and present day life.		
Explains how American folktales characterize our national heritage	<b>NOT ASSESSED THIS QUARTER</b>	Explains how American folktales characterize our national heritage (J. Henry, J. Appleseed, D. Crockett, P. Bunyan, A. Oakley).		
Geographic Understandings	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Describes the cultural and geographic systems associated with historical American figures	<b>NOT ASSESSED THIS QUARTER</b>	Describes the cultural & geographic systems associated with historical figures (B. Franklin, T. Jefferson, M. Lewis & W. Clark w/Sacagawea, H. Tubman, T. Roosevelt, GW Carver).		
Identifies and locates city, county, state, nation, continent on a map/globe	Identifies and locates city, county, state, nation, and continent on a simple map or globe.			
Locates major topographical features on earth's surface	Locates major topographical features of the earth's surface (7 continents; 4 oceans; mountains, deserts, valley, plains, plateaus, coasts).			
Civic Understandings	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Describes how the historical American figures displayed positive character traits	<b>NOT ASSESSED THIS QUARTER</b>	Describes how the historical figures above display positive character traits (fairness, respect for others & environment, conservation, courage, equality, tolerance, perseverance & commitment).		
Explains the meaning of the words in patriotic songs	Explains the meaning of the patriotic words in America (My Country 'Tis of Thee) and America the Beautiful.			
Economic Understandings	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Identifies goods and services	<b>NOT ASSESSED THIS QUARTER</b>	Identifies goods that people make and services that people provide for each other.		
Explains that people make choices because of scarcity	<b>NOT ASSESSED THIS QUARTER</b>	Explains that people have to make choices about goods and services because of scarcity.		
Describes that people are both producers and consumers	<b>NOT ASSESSED THIS QUARTER</b>	Describes how people are both producers and consumers.		
Describes the costs and benefits of personal spending and saving	<b>NOT ASSESSED THIS QUARTER</b>		Describes the costs and benefits of personal spending and saving choices.	

# NOTES