



# RUMSON BOROUGH PUBLIC SCHOOLS

Deane-Porter Elementary School

50 Black Point Road

Rumson, New Jersey 07760

(732) 842-0330

www.rumsonschool.org

# REPORT CARD

## GRADE 1

School Year:

Marking Period:

Student: \_\_\_\_\_ Student ID: \_\_\_\_\_ Homeroom: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

### Core Academic Levels

Per District Policy Regulation 2624, performance levels are used to reflect the pupil's progress towards meeting each Standard. The levels are:

**3** - The student is meeting grade level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.

**2** - The student is consistently meeting grade level expectations, with little or no support. Performance is characterized by thorough understanding of concepts and skills.

**1** - The student is progressing toward grade level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.

**NA** - Not assessed at this time

### Attendance

	MP1	MP2	MP3	Total
<b>Days Absent</b>				
<b>Days Tardy</b>				

### Executive Functioning / Work Habits

**S** – Area of Strength

**G** – Area of Growth

**Please note:** Detailed information regarding learning expectations for each report card indicator as well as Social Emotional Learning standards addressed during Character Education instruction can be found on the district website, [RumsonSchool.org](http://RumsonSchool.org), as a dropdown on the District's tab called **Report Cards**.

### ENGLISH LANGUAGE ARTS Teacher: \_\_\_\_\_

#### Reading Literature and Informational Text

Asks and answers questions about key details within a text

Makes text to self, text to text, and text to world connections

Identifies characters, settings, and main events in a story

Identifies and uses nonfiction text features

#### Foundational Skills: Phonics and Sight Words

Demonstrates understanding of consonants, vowels, and syllables

Applies grade level phonics

Uses decoding strategies to read unknown words

Reads high-frequency and sight words

#### Foundational Skills: Fluency

Reads fluently to support comprehension of benchmark text

#### Language and Writing

Writes grade level pieces across the curriculum (narrative, informational, and opinion)

Begins to edit and improve writing

#### Conventions of Standard English

Uses standard capitalization when writing

Uses standard punctuation when writing

Uses standard grammar when writing

Uses standard spelling when writing

#### Speaking and Listening

Participates in conversations and communicates ideas clearly

### MATHEMATICS Teacher: \_\_\_\_\_

#### Operations and Algebraic Thinking

Represents and solves problems in addition and subtraction

Understands the relationship between addition and subtraction

Adds within 20

Subtracts within 20

#### Numbers and Operations in Base Ten

Extends the counting sequence

Understands place value

Uses place value understanding and properties of operations to add and subtract

#### Measurement and Data

Measures using non-standard units of measurements

Tells and writes time in hours and half-hours using analog and digital clocks

Represents and interprets data

#### Geometry

Reasons with shapes and their attributes

**Student:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_ **Homeroom:** \_\_\_\_\_ **Homeroom Teacher:** \_\_\_\_\_

<b>SOCIAL STUDIES</b>	<b>Teacher:</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Identifies traditions and holidays				
Exhibits knowledge of basic concepts of diversity, tolerance, fairness, respect, and rules related to the classroom, school and community				
Describes how our communities and family structures have changed over time				
Understands past and present				

<b>SCIENCE</b>	<b>Teacher:</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
<b>Light and Sound</b>				
Understands the effect of light on objects, including those made with different materials				
Understands that vibrating materials can make sound and that sound can make materials vibrate				
<b>Communicating with Light and Sound</b>				
Describes ways in which light or sound can communicate over a distance				
<b>Patterns of Change in the Night Sky</b>				
Describes patterns that can be predicted with regard to the sun, moon, and stars				
Understands the effect of different times of year on the amount of daylight				
<b>Characteristics of Living Things</b>				
Identifies where water is found on Earth and that it can be solid or liquid				
Understands the shapes and kinds of land and bodies of water in an area				
Describes patterns in behavior of parents and offspring that help offspring survive				
<b>Mimicking Organisms to Solve Problems</b>				
Understands how plants and/or animals use their external parts to help them survive, grow, and meet their needs				

**SPECIAL AREA SUBJECTS**

	<b>3 – Meeting w/ Distinction</b>	<b>2 – Meeting</b>	<b>1 – Progressing Towards</b>	<b>NA – Not Assessed at this Time</b>			
<b>ART</b>	<b>Teacher:</b>				<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Student demonstrates understanding of art concepts and art vocabulary in target activity							
Student demonstrates skillful and safe use of art materials, art tools, and art space during the target activity							
Student is engaged in art room activities, art creation and active listening during the target activity							
<b>MUSIC</b>	<b>Teacher:</b>				<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Demonstrates understanding of the elements of music through creation, performance, improvisation, and active listening							
Demonstrates musicianship through the safe and appropriate use of instruments and other materials							
Demonstrates persistence, openness to new ideas, and the application of appropriate criteria when creating, performing, and responding to music							
<b>PHYSICAL EDUCATION</b>	<b>Teacher:</b>				<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Demonstrates developmentally appropriate control in isolated settings (skill practice)							
Demonstrates developmentally appropriate control in applied settings (games, sports, dance and recreational activities)							
Follows basic activity and safety rules / works well in small groups and teams							
<b>SPANISH</b>	<b>Teacher:</b>				<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Demonstrates comprehension of simple oral directions and requests in the target language							
Asks and responds to questions, makes requests and expresses preferences in the target language							
Participates in basic interpersonal conversation in the target language							
<b>STEM</b>	<b>Teacher:</b>				<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Demonstrates skillful use of STEM material for problem solving							
Demonstrates an understanding of the Imagine & Planning stages of the Engineering Design Process							
Demonstrates an understanding of the Design stage of the Engineering Design Process							
Demonstrates an understanding of the Build and Improve stages of the Engineering Design Process							
Demonstrates ability to utilize targeted computer skills, tools and programs							

<b>PERSONAL / SOCIAL DEVELOPMENT</b>	<b>Teacher:</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
<b>S – Area of Strength</b>		<b>G – Area of Growth</b>		
Remains engaged and has a positive attitude towards learning				
Maintains self-control				
Follows classroom rules and routines				
Displays organizational skills				
Completes class work independently				
Develops and maintains friendships, demonstrates respect, and works cooperatively with others				
<b>WORK HABITS</b>				
Participates in discussions and activities				
Is focused and attentive				
Displays organizational skills				
Follows directions				
Is well prepared for class (including completed homework)				

**Student:**

**Student ID:**

**Homeroom:**

**Homeroom Teacher:**

**Teacher Comments (Only as necessary)**

**Marking Period 1**

**F & P Independent Reading Level**\_\_\_\_

**Marking Period 2**

**F & P Independent Reading Level**\_\_\_\_

**Marking Period 3**

**F & P Independent Reading Level**\_\_\_\_

**Student is assigned to Grade \_\_\_\_\_ for the \_\_\_\_\_ school year.**