

Our Mission

In partnership with students, family and community,
we educate every student for the challenges of today
and the opportunities of tomorrow
through the continuous pursuit of excellence.

To the Parent or Guardian of
Student Name
123 Main Street
Freeport, IL 61032

Levels of Student Achievement

4	Exceeds
3	Proficient
2	Progressing
1	Needs to Improve
X	Not Assessed at This Time

Classroom Teacher

Work Habits	
Listens to and follows directions.	
Takes care of materials.	
Works independently.	
Completes tasks in a timely manner.	
Asks for help when needed.	
Exhibits eagerness and motivation as a learner.	
of 6 Standards have been learned to proficiency.	

Social Emotional Development	
1A.1a Recognizes own emotions and how emotions can impact behavior.	
1A.1b Uses calming down techniques to control impulsive behavior and anger.	
2A.1a Recognizes others may have different feelings about situations.	
2A.1b Listens to others to identify their feelings.	
2C.1a Works and plays well with others.	
2C.1b Shows appropriate social and classroom behavior.	
2D.1a Identifies problems and conflicts.	
2D.1b Applies problem solving steps to constructively resolve problems and conflicts.	
3A.1a Explains/understands hurting others is wrong.	
3B.1b Makes positive choices.	
3C.1a Contributes to the well-being of the class and school environment.	
of 11 Standards have been learned to proficiency.	

Classroom Teacher

Reading Literature	
RL.1.1 Ask and answer questions about key details in a text.	
RL.1.2 Retell familiar stories, including key details and demonstrate understanding of their central message or lesson.	
of 2 Standards have been learned to proficiency.	

Reading Informational Text	
RI.1.1 Ask and answer questions about key details in a text.	
RI.1.2 Identify the main topic and retell key details of a text.	
of 2 Standards have been learned to proficiency.	

Reading Foundational Skills	
RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.	
RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	
RF.1.2.C. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words.	
RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	
RF.1.3.B. Decode regularly spelled one-syllable words.	
RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.	
RF.1.3.D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	
RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables.	
RF.1.3.F. Read words with inflectional endings.	
RF.1.3.G. Recognize and read grade-appropriate irregularly spelled words.	
RF.1.4.A. Read grade-level text with purpose and understanding.	
RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.	
RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
of 15 Standards have been learned to proficiency.	

Writing	
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
of 1 Standards have been learned to proficiency.	

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Speaking and Listening	
SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	
of 1 Standards have been learned to proficiency.	

Language	
L.1.1.A. Print all upper- and lowercase letters.	
L.1.1.B. Use common, proper, and possessive nouns.	
L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	
L.1.1.J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	
L.1.2.A. Capitalize dates and names of people.	
L.1.2.B. Use end punctuation for sentences.	
L.1.2.C. Use commas in dates and to separate single words in a series.	
L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	
of 8 Standards have been learned to proficiency.	

Classroom Teacher

Operations and Algebraic Thinking	
1.OA.1 Solve word problems involving addition and subtraction within 20 for adding to, taking from, putting together, taking apart and comparing situations with unknowns in all 3 positions using objects, pictures and equations.	
1.OA.2 Solve word problems involving 3 whole number addends within 20 using objects, pictures and equations.	
1.OA.3 Apply properties to addition and subtraction -- commutative, associative.	
1.OA.4 Understand subtraction as an unknown addend.	
1.OA.5 Relate counting to addition and subtraction.	
1.OA.6 Add and subtract within 20, with fluency within 10.	
1.OA.7 Understand the meaning of the equals sign, and determine if equations are true or false.	
1.OA.8 Determine unknowns in addition or subtraction equations with whole numbers.	
of 8 Standards have been learned to proficiency.	

Number and Operations in Base Ten	
1.NBT.1 Count to 120, read, write and represent with objects and numerals.	
1.NBT.2 Understand that digits represent ten and some ones.	
1.NBT.3 Compare numbers within 20.	
1.NBT.4 Add within 100 using objects, pictures and words.	
1.NBT.5 Find and explain 10 more or 10 less than a given 2-digit number.	
1.NBT.6 Subtract multiples of 10 within 100 using manipulatives, pictures and words.	
of 6 Standards have been learned to proficiency.	

Measurement and Data	
1.MD.1 Order objects by length.	
1.MD.2 Measure length.	
of 2 Standards have been learned to proficiency.	

Classroom Teacher

Spanish	
Responds most of the time in complete sentences to questions.	
Student reads 50-90% of high frequency words.	
Student can write familiar high frequency words and phrases with few mistakes.	
Student can follow 2-3 step directions with 1-2 prompts.	
of 4 Standards have been learned to proficiency.	

Classroom Teacher

Art	
Use observation and investigation to make a work of art.	
Explore uses of materials and tools to create works of art or design.	
Use art vocabulary to describe choices while creating art.	
Compare images that represent the same subject.	
of 4 Standards have been learned to proficiency.	

Jones Farrar Magnet School
1st Grade Report Card 2016-17

School, Principal
Homeroom, Teacher

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Classroom Teacher

Music				
Demonstrate expressive qualities (tempo, dynamics, pitch, beat).				
Identify sound sources (instruments, voices, environmental sounds).				
Identify musical symbols.				
Perform and listen to a variety of music.				
of 4 Standards have been learned to proficiency.				

Classroom Teacher

Physical Education				
Demonstrates fitness in cardio respiratory endurance (jog continuously).				
Demonstrates fitness in muscular endurance (abdominal crunches).				
Demonstrates fitness in muscular strength (push-up hold).				
Demonstrates fitness in flexibility (sit and reach).				
of 4 Standards have been learned to proficiency.				

Classroom Teacher

Science				
Identifies parts of a plant and describes its life cycle.				
Identifies body parts of people.				
Describes how people grow and change.				
Describes characteristics of living things and non-living things.				
Demonstrates understanding of the relationship of living things to their environment.				
Demonstrates understanding of the uses of air and water.				
Identifies the seasons and changes that come with each season.				
Identifies and describes characteristics of day and night skies.				
Identifies three states of matter.				
Demonstrates understanding of how matter can change.				
of 10 Standards have been learned to proficiency.				

Classroom Teacher

Social Sciences				
Demonstrates understanding of appropriate internet usage.				
Compares and contrasts characteristics of diverse culture through multicultural investigations.				
Models and understands responsible citizenship.				
Demonstrates understanding of patriotic symbols and landmarks.				
Compares and contrasts ways people interact with natural resources.				
Identifies on a map/globe map symbols, cardinal directions and physical features.				
Explains the roles contributions of important leaders.				
Demonstrates an understanding of systems for exchanging goods and services.				
of 8 Standards have been learned to proficiency.				

ATTENDANCE:	1	2	3	4	Total
Absences	2.0	0.0	0.0	0.0	2.0
Tardies	0.0	0.0	0.0	0.0	0.0
Average Daily Attendance Rate					94.29 %

Interpreting your child's report card:

In our efforts to ensure grades have more meaning, Freeport School District is transitioning from a traditional reporting system based on letter grades to a standards-based reporting system that articulates clearly what we expect students to learn and be able to do. The purpose of the standards-based reporting system is to communicate where students stand in reference to specific expectations for their learning. The K-5 standards-based report cards list the English/Language Arts and math expectations or student learner outcomes, which are based on the Illinois Learning Standards.

Four (4) levels of student achievement are used to communicate student's progress in regard to specific learning standards. The four levels are as follows:

- 4 Exceeds -- Documented evidence student consistently applies the attained content, concepts and skills to complex problems and novel situations
- 3 Proficient -- Documented evidence student attained expected content, concepts and skills
- 2 Progressing -- Documented evidence student is moving toward attaining content, concepts and skills
- 1 Needs to Improve -- Little to no progress toward attaining content, concepts and skills

In addition to the four (4) levels of student achievement, an "X" indicates the standard is not being assessed at this time.