

# Hillsdale Public Schools

Student:  
Grade: 01 YEAR: 2016-2017

Hillsdale, New Jersey  
Report Card Grade 01

School:  
Teacher:

PERFORMANCE LEVEL INDICATORS	BEHAVIORS THAT SUPPORT LEARNING															
<p><b>4 = Exceeds grade level expectations</b> - Extends key concepts, processes and skills. Independently and consistently works beyond stated grade-level benchmarks.</p> <p><b>3 = Meets grade level expectations</b> - Consistently grasps and applies key concepts, processes and skills. Successfully meets grade-level benchmarks.</p> <p><b>2 = Approaching grade level expectations</b> - Beginning to grasp and apply key concepts, processes and skills. Progressing toward grade-level benchmarks.</p> <p><b>1 = Below grade level expectations</b> - Not grasping key concepts, processes and essential skills. Area of concern that may require support.</p> <p><b>N/A</b> = Not assessed at this time</p>	<p><b>O = (Outstanding)</b> - Student displays outstanding skill and aptitude in this area; demonstrates ability beyond grade level</p> <p><b>S = (Satisfactory)</b> - Student is performing in accordance with grade level expectations</p> <p><b>I = (Inconsistent)</b> - Student displays inconsistent performance</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 30%;">Attendance</th> <th style="width: 10%;">MP1</th> <th style="width: 10%;">MP2</th> <th style="width: 10%;">MP3</th> <th style="width: 10%;">Total</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;">Absent:</td> <td style="text-align: center;">0</td> <td></td> <td></td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: right;">Tardy:</td> <td style="text-align: center;">0</td> <td></td> <td></td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Attendance	MP1	MP2	MP3	Total	Absent:	0			0	Tardy:	0			0
Attendance	MP1	MP2	MP3	Total												
Absent:	0			0												
Tardy:	0			0												

Marking Period:	1	2	3
<b>Reading</b>			
Independent Reading Level			
Reads with literal comprehension: ( e.g., main idea, characters, setting, major events, retell stories, ask and answer questions about key details)			
Reads with inferential comprehension (e.g., inferences, connections, predicting outcomes, drawing conclusions)			
Uses various strategies to decode text (picture, context, phonics)			
Demonstrates fluency (expression, phrasing, accuracy)			
Demonstrates stamina during independent reading			
Knows and applies grade--level phonics and word analysis skills			
Reads grade--level high--frequency and sight words with automaticity			
<b>Writing</b>			
Applies spelling patterns in written work			
Applies mechanics of writing appropriately (capitalization, punctuation)			
Writes complete sentences			
Produces clear and coherent writing across genres			
Strengthens writing by adding details			
Demonstrates stamina in independent writing			
<b>Math</b>			
<b>Operations and Algebraic Thinking</b>			
Adds fluently within 20			
Subtracts fluently within 20			
Uses addition and subtraction strategies within 20			
Solves problems using the concepts of addition and subtraction within 20			
<b>Number and Operations in Base Ten</b>			
Reads, writes, and counts numbers up to 120			
Understands place value concepts			
Adds within 100 using two--digit and one--digit numbers			
<b>Measurement and Data</b>			
Measures and compares length			
Reads and writes time to the hour and half hour			
Represents and interprets data			
<b>Geometry</b>			
Identifies and composes two and three- dimensional shapes			
Understands equal parts (halves and fourths)			
<b>Science</b>			
Demonstrates understanding of concepts			
Participates to solve scientific investigations			
<b>Social Studies</b>			
Demonstrates understanding of concepts.			
Participates in classroom discussions and activities.			

Marking Period:	1	2	3
<b>Art</b>			
Participates with effort, cooperates, follows directions			
Demonstrates an understanding of concepts and skills			
<b>Computers/Technology</b>			
Participates with effort, cooperates, and follows directions			
Demonstrates an understanding of concepts and skills			
<b>Media</b>			
Participates with effort, cooperates, follows directions			
Demonstrates an understanding of concepts and skills			
<b>Music</b>			
Participates with effort, cooperates, follows directions			
Demonstrates an understanding of concepts and skills			
<b>Physical Education</b>			
Participates with effort, cooperates, follows directions			
Demonstrates an understanding of concepts and skills			
<b>Health</b>			
Participates with effort, cooperates, follows directions			
Demonstrates an understanding of concepts and skills			
<b>Behaviors that Support Learning</b>			
<b>Listening and Speaking</b>			
Expresses ideas, thoughts and feelings clearly			
Listens while others are speaking			
Demonstrates listening skills for information and understanding			
Participates in group discussions actively and appropriately			
<b>Work and Study Skills</b>			
Follows classroom routines and procedures			
Follows oral directions			
Works independently			
Uses time efficiently			
Maintains attention to teacher--directed lessons			
Is organized and has needed materials			
Comes prepared with completed homework			
Completes classwork on time			
Produces best work			
<b>Social Skills</b>			
Follows rules (classroom and school)			
Displays respect for others			
Demonstrates self--control			
Works collaboratively			
Accepts responsibility			

# Hillsdale Public Schools

Student:  
Grade: 01 YEAR: 2016-2017

Hillsdale, New Jersey  
Report Card Grade 01

School:  
Teacher:

PERFORMANCE LEVEL INDICATORS	BEHAVIORS THAT SUPPORT LEARNING															
<p><b>4 = Exceeds grade level expectations</b> - Extends key concepts, processes and skills. Independently and consistently works beyond stated grade-level benchmarks.</p> <p><b>3 = Meets grade level expectations</b> - Consistently grasps and applies key concepts, processes and skills. Successfully meets grade-level benchmarks.</p> <p><b>2 = Approaching grade level expectations</b> - Beginning to grasp and apply key concepts, processes and skills. Progressing toward grade-level benchmarks.</p> <p><b>1 = Below grade level expectations</b> - Not grasping key concepts, processes and essential skills. Area of concern that may require support.</p> <p><b>N/A</b> = Not assessed at this time</p>	<p><b>O = (Outstanding)</b> - Student displays outstanding skill and aptitude in this area; demonstrates ability beyond grade level</p> <p><b>S = (Satisfactory)</b> - Student is performing in accordance with grade level expectations</p> <p><b>I = (Inconsistent)</b> - Student displays inconsistent performance</p> <table border="1"><thead><tr><th>Attendance</th><th>MP1</th><th>MP2</th><th>MP3</th><th>Total</th></tr></thead><tbody><tr><td><b>Absent:</b></td><td>0</td><td></td><td></td><td>0</td></tr><tr><td><b>Tardy:</b></td><td>0</td><td></td><td></td><td>0</td></tr></tbody></table>	Attendance	MP1	MP2	MP3	Total	<b>Absent:</b>	0			0	<b>Tardy:</b>	0			0
Attendance	MP1	MP2	MP3	Total												
<b>Absent:</b>	0			0												
<b>Tardy:</b>	0			0												

## 1st Marking Period Comments

## 2nd Marking Period Comments

## 3rd Marking Period Comments