

<p>GRADE 1</p> <p>Student Name: _____</p> <p>Student Number: _____</p> <p>Teacher Name: _____</p> <p>Date Printed: _____</p>	<p>Approach to Learning</p> <p>C = Consistently demonstrates this skill. I = Inconsistently demonstrates this skill. R = Rarely demonstrates this skill. Academic progress is affected.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Self-Awareness</td> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;">Relationship Skills</td> </tr> <tr> <td style="text-align: center;">Self-Management</td> <td></td> <td style="text-align: center;">Responsible Decision-Making</td> </tr> <tr> <td style="text-align: center;">Social Awareness</td> <td></td> <td></td> </tr> </table> <p>(Yes/No) Your child's absences/tardies negative affect your child's progress.</p>	Self-Awareness		Relationship Skills	Self-Management		Responsible Decision-Making	Social Awareness		
Self-Awareness		Relationship Skills								
Self-Management		Responsible Decision-Making								
Social Awareness										

Standards and Grade Level Essential Learning Outcomes (ELOs)

The North Dakota standards provide a road map to help ensure that students are successful in college, careers, and life. The standards define what students will learn in multiple content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication. Fargo teachers have prioritized standards for every grade level in order to ensure a guaranteed and viable curriculum for all students. Student progress on grade level *Essential Learning Outcomes* (ELOs) is reported at the end of each trimester.

End of Year Learning Goals

Because grade level essential learning outcomes (ELOs) are end of year goals, parents and students will typically see scores of 1 or 2 in the first and second trimester. Students practice new knowledge and skills until they can perform grade level ELOs independently. While students learn in different ways and at different rates, our goal is to reach proficiency by the end of the year and challenge students with applications of deeper learning when they demonstrate proficiency sooner.

					
Adult holds on to help balance	Adult is close at hand to guide and support			End of Year Goal: Rides Alone	Sharp turns and high speed hills
1	1.5	2	2.5	3	3.5 4

What is a 4?

Some students are able to reach proficiency sooner than expected, and may be able to work on a more in-depth application of the ELO. These levels do not represent achievement of ELOs at the next grade level. Students who are able to provide evidence of their learning at this level will receive a 3.5 or 4.

Special Note about Science, Social Studies, Art, Music and PE this year:

Students will receive a (S) Satisfactory or (U) Unsatisfactory mark for these subjects this year due to the variety of instructional levels students are experiencing due to COVID-19 restrictions.

LITERACY	TRI 1	TRI 2	TRI 3
Know and apply phonics and word analysis in decoding words.			
Read grade-level text with purpose and understanding.			
Identify the main topic and retell key/supporting details in informational texts.			
Demonstrate understanding of the main idea and details in fiction texts.			
Compare and contrast the adventures and experiences of characters in stories.			
Write complete sentences for someone else to read.			
Write opinion pieces.			
Write informative/explanatory texts.			
Write narratives.			

MATH	TRI 1	TRI 2	TRI 3
Use strategies to add and subtract within 20 to solve word problems.			
Fluently add and subtract within 10. Use strategies to add and subtract within 20.			
Demonstrate understanding of the equal sign and work with true and false equations.			
Count forward and backward within 120.			
Demonstrate understanding of place value with a two-digit number.			
Demonstrate understanding of place value when adding two-digit numbers within 100.			
Tell and write time to the hour and half hour.			
Count and tell the value of money.			
Compose a new shape or solid from two-dimensional shapes and/or three-dimensional solids.			
Partition circles and rectangles into two equal shares.			

	TRI 1	TRI 2	TRI 3
SCIENCE	S/U	S/U	S/U
Demonstrates and applies knowledge of key concepts			
Explores process of science inquiry			

	TRI 1	TRI 2	TRI 3
SOCIAL STUDIES	S/U	S/U	S/U
Demonstrates and applies knowledge of key concepts			

	TRI 1	TRI 2	TRI 3
VISUAL ARTS	S/U	S/U	S/U
I can look at something and draw it.			
I can explain what a museum is and who works there.			
I can explain why I like an artwork.			
I can explain that people from different places create art for different reasons.			
Demonstrates respect for art, people and art materials			

	TRI 1	TRI 2	TRI 3
MUSIC	S/U	S/U	S/U
Creates three-tone musical patterns using quarter notes, two eighth notes and quarter rest.			
Performs a three-tone melody in tune with accurate rhythm.			
Reads grade level rhythms and melodies.			
Demonstrates expressive qualities of music (dynamics and tempo) through drawing, describing, or creating movement.			
Displays a positive attitude and follows directions during music activities			

	TRI 1	TRI 2	TRI 3
PHYSICAL EDUCATION	S/U	S/U	S/U
I can gallop using the four critical elements			
I can jump and land in horizontal plan using two foot take off			
I can perform locomotor skill of sliding			
I can perform underhand throw			
I can participate actively in PE			
I can follow the directions in a group setting			
I can differentiate between fast and slow speed in self and general space			