



Student Info	
Student ID	
Student Name	
Grade	1
Teacher	
Date	May 23, 2025

"Where life's journey takes flight!"

Purpose of Standards-Based Report Cards

Standards-based reporting focuses on how well students meet learning goals, not their overall performance. It gives clear feedback on strengths and areas to improve based on state grade-level standards. Academics and Learner Behaviors are separated into two different, but equally important reporting areas. This helps families and educators make better decisions to support their students individual needs.

Attendance	Q1	S1	Q3	S2
Days Absent	0	1	1	2
Days Present	43	84	46	85
Times Tardy	24	48	28	42
Days Enrolled	43	85	47	87

Scan the QR code or visit
<https://www.lancsd.org/Page/3011>
for more information about standards reporting.



Learner Behavior Indicators

Each behavior standard is marked with a letter that corresponds to a specific definition of performance

- E - Excellent**
- G - Good**
- S - Satisfactory**
- N - Needs improvement**
- U - Unsatisfactory**

Academic Achievement Indicators

Each academic standard is marked with a number that corresponds to a specific definition of performance

- 4 - Thorough Understanding and Application of:**
grade level concept skills, complete Understanding, strong independent performance
- 3 - Adequate Understanding and Application of:**
of grade level concept skills, sufficient independent understanding
- 2 - Partial Understanding and Application of:**
grade level concept skills, beginning to grasp concepts/skills
- 1 - Minimal Understanding and Application of:**
concept skills that have been introduced
- NE - No Evidence of Understanding or Application of:**
concept skills that have been introduced
- N/A or Gray Shading - Not Yet Introduced or Assessed**

Learner Behavior		Q1	S1	Q3	S2
LB	Learner Behavior				
SDL	Self Directed Learner				
SDL.1*	Works independently	S	S	S	S
SDL.2*	Asks for help when needed	E	E	E	G
SDL.3*	Organizes workplace	E	E	E	E
SDL.4*	Uses materials properly	E	E	E	E
SDL.5*	Uses time wisely	S	S	S	S
SDL.6*	Follows school/classroom rules and directions	E	E	E	E
CC	Community Contributor				
CC.1*	Demonstrates empathy for others	E	E	E	E
CC.2*	Shows respect and appropriate behaviors in all areas of the school community	E	E	E	E
CC.3*	Collaborates productively with others	E	E	E	E
QP	Quality Producer				
QP.1*	Work quality demonstrates the individual's best effort	E	E	E	S
QP.2*	Completes work neatly	G	G	G	G
QP.3*	Works and monitors progress toward learning goals	S	S	S	S
Teacher Comments:					
XXXX is a pleasure to have in class. We will continue to monitor his academic growth.					

Language Arts 1		Q1	S1	Q3	S2
RI.1	Reading: Informational Text				
RI.1.1*	Ask and answer questions about key details in a text		3	3	3
RI.1.2*	Identify the main topic and retell key details of a text		3	3	3
RI.1.4*	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text			1	1
RI.1.9*	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)				2
RL.1	Reading: Literature				
RL.1.1*	Ask and answer questions about key details in a text	3	3	3	3
RL.1.2*	Retell stories, including key details, and demonstrate understanding of their central message or lesson	2	2	2	2
RL.1.4*	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses		3	3	3
RL.1.10*	With prompting and support, read prose and poetry of appropriate complexity for grade 1	2	2	2	2
RF.1	Reading: Foundational Skills				
RF.1.1*	Demonstrate understanding of the organization and basic features of print	2	2	2	2
RF.1.2*	Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	1	1	1	2
RF.1.3*	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text	1	1	1	1
RF.1.4*	Read with sufficient accuracy and fluency to support comprehension	1	1	1	1
W.1	Writing				
W.1.1*	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.				2
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.				1
W.1.3*	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.			1	2
W.1.8*	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question				2
L.1	Language				
L.1.6*	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)	2	2	2	2
SL.1	Speaking & 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.	2	2	2	2

Mathematics 1		Q1	S1	Q3	S2
1.OA	Operations and Algebraic Thinking				
1.OA.1*	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions	2	3	3	3
1.OA.1a*	Use addition within 20 to solve word problems involving situations of adding to or putting together, with unknowns in all positions	2	3	3	3

Mathematics 1 (Continued)		Q1	S1	Q3	S2
1.OA.1b*	Use subtraction within 20 to solve word problems involving situations of taking from, taking apart, and comparing, with unknowns in all positions	2	3	3	3
1.OA.2*	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20		3	3	3
1.OA.3*	Apply properties of operations as strategies to add and subtract	3	3	3	3
1.OA.5*	Relate counting to addition and subtraction	4	4	4	4
1.OA.6*	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10	4	4	4	4
1.OA.6a*	Add within 20, demonstrating fluency for addition within 10	4	4	4	4
1.OA.6b*	Subtract within 20, demonstrating fluency for subtraction within 10	4	4	4	4
1.NBT	Number and Operations in Base Ten				
1.NBT.1*	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral			4	4
1.NBT.2*	Understand that the two digits of a two-digit number represent amounts of tens and ones	2	2	2	2
1.NBT.3*	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$			1	2
1.NBT.4*	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used			4	4
1.NBT.6*	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used			4	4
1.MD	Measurement and Data				
1.MD.1*	Order three objects by length; compare the lengths of two objects indirectly by using a third object				3
1.MD.2*	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps				3
1.MD.4*	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another				3
1.G	Geometry				
1.G.1*	Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes				2
1.G.2*	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.				2
1.G.3*	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares				3

Social Studies 1 		Q1	S1	Q3	S2
HSS.1	History-Social Science: A Child's Place in Time and Space				
HSS.1.0*	Students demonstrate/apply knowledge of grade level Social Studies content	4	3	3	3

Science 1 		Q1	S1	Q3	S2
SEP	Using the Disciplinary Core Ideas & Cross Cutting Concepts students demonstrate proficiency in the following Science and Engineering Practices				
SEP.2*	Developing and using models	3	3	3	3
SEP.3*	Planning and carrying out investigations	3	3	3	3
SEP.6*	Constructing explanations and designing solutions			3	3
SEP.7*	Engaging in argument from evidence				3

Physical Education 1 		Q1	S1	Q3	S2
PE.6*	Demonstrates the skills and concepts of physical education			G	G
PE.7*	Shows respect and appropriate behaviors			G	G

English Language Development 1 		Q1	S1	Q3	S2
P1*	Interacting in Meaningful Ways				2
P2*	Learning About How English Works				3