MLE Standards Based Report Card Guidance for Parents

GRADE ONE

Moose Lake Community School values the reporting of student progress in order to provide families with accurate and useful information on student achievement each trimester. Our standards based report card identifies the major learning goals that students will be expected to achieve within each subject area at each grade level. This approach in reporting more accurately shows how much a student knows and is able to do.

The standard proficiency level for each assessed grade level area is as follows:

E = Exceeds Grade Level Standard: The student exhibits knowledge and understanding of the concepts, skills, and processes the standard requires and can readily apply this knowledge in a variety of settings.

M = Meets Grade Level Standard: The student has a thorough knowledge, understanding, and application of the concepts, skills, and processes the standard requires.

PM = Partially Meets Grade Level Standard: The student is gaining understanding of the concepts, skills, and processes the standard requires, but has not been able to consistently demonstrate the learning.

DM = Does Not Meet Grade Level Standard: The student is just starting to understand the concepts, skills, and processes the standard requires and needs consistent support.

The following list is a detailed description of each MN Academic Standard that can assist parents in fully understanding the components that are measured in the Moose Lake Elementary Report Card for K-6.

Grade 1 - SBG Report Card Standard and Benchmark Correlation

English-Language Arts

Fluently Reads Grade Level Text

· read grade one texts accurately and fluently to support understanding

Comprehends Grade Level Text

· ask and answer questions about books
· identify the narrator of a story
· explain the differences in books that provide information and books that tell stories
· use illustrations and details in a story to describe the characters, setting, and events
· make connections among events and ideas in books

Communicates Clearly in Writing

· write to inform, persuade, and tell stories

Applies Spelling, Grammar, and Writing Conventions

· demonstrate understanding of the sounds of letters and how they work together to form words
· write all uppercase and lowercase letters
· punctuate sentences
· determine or clarify the meaning of unknown words
· use words learned through reading

Speaking, Listening, Viewing, and Media Literacy (Not reported on report card)

· use digital tools
· participate in conversations with classmates about topics and books
· understand headings, tables of contents, glossaries, and electronic menus

Mathematics

Number & Operation

· use place value to describe numbers to 100
· read, write, and represent numbers to 120
· count with and without objects to 120
· find 10 more and 10 less than a number
· compare numbers to 120
· use words to describe the size of a number
· answer related questions on bar graphs and tally charts
· model and solve addition and subtraction situations
· compose and decompose numbers to 12
· skip count by 2s, 5s, and 10s Patterns
· create simple patterns
· identify to complete or extend patterns

Algebra
· use numbers sentence and objects to represent situations
· determine if equations are true and use models to find missing numbers
Geometry & Measurement
· describe 2- and 3-D shapes · compose and decompose 2– and 3-dimensional figures
· measure length with non-standard units
· tell time to the half hour
· identify and find the value of pennies, nickels, and dimes
Data Analysis
· use math talk to communicate and explain thinking
· use a variety of problem solving strategies

Science: Demonstrates understanding of Science Concepts
· generate scientific questions and provide evidence to support claims
· record and explain observations and procedures
· construct explanations based on evidence
· explain one's thinking through drawing, writing and/or discussions
· use tools to gather information and to solve problems
· compare one's own observations with those of others
· explain how engineered products and design services impact the natural world
· plan how to solve a problem using the engineering design process
· test and evaluate engineering design solutions and communicate results
· describe how one invention leads to new inventions Earth Structure and Processes
· identify and sort rocks by properties and explain one's reasons for sorting
· describe and compare different types of earth materials and use tools to sort them
· describe objects made of earth materials Structure and Function in Living Systems
· identify the needs of animals
· describe the changes that take place in an animal's life cycle Interdependence
· explain that if part of a living system is missing it may not function correctly
· explain how an animal's habitat provide for its basic needs

Social Studies: Demonstrates understanding of Social Studies Concepts
· explain how citizens participate in their community
· explain reasons for civic traditions, such as the Pledge of Allegiance
· identify the president of the United States
· explain how effective rules are made
· describe costs and benefits of choices
· explain scarcity
· explain the purpose of trade
· sketch maps to show familiar places and describe information found on maps
· use relative and absolute location to locate a place
· compare two places on a globe or map
· create a timeline of one's own life
· ask basic historical questions
· describe daily life in the past based on records or evidence
· compare family life of the past to today

· compare buildings and technology of the past to today

Physical Education

Performance

·hop, gallop, and slide using a maturing pattern
·throw overhand and underhand demonstrating two of the five critical elements
·travels at different levels and pathways while maintaining their own personal space in the general space
·actively participates in physical activities with minimal teacher prompting
·moves safely in general space with minimal reminders

Knowledge

·follows class rules and protocols related to self, space, and equipment
·exhibits responsible and respectful behavior while working with others
·identify physical activities that can enhance overall health

Music

Create

· move to show awareness of loud/soft, high/low, and fast/slow
· read music symbols representing beats of sound and silence
· improvise or compose musical ideas using voice or instrument

Perform

· use the voice in a variety of ways including singing, speaking, whispering, calling
· play pitched and unpitched instruments with a steady beat
· sing a variety of songs from memory while learning to match pitches

Respond

· participate and show how to be responsible in activities and performances

Visual Arts

Create

· I can make art using art elements: color, form, line, shape, space texture, and value.

Respond

· I can talk about art using the art elements: color, form, line, shape, space texture, and value.

Present

· I can show my artwork to other people and talk about my artwork.