



**OUR MISSION:** To provide a learning environment that inspires and challenges students and employees to excel.

**OUR VISION:** To graduate all students with the knowledge, skills, and attitudes necessary for a successful future.

| STUDENT NAME       |                     | Attendance           | Q1          | Q2          | Q3          | Q4          |
|--------------------|---------------------|----------------------|-------------|-------------|-------------|-------------|
| <b>Grade</b>       | <b>1st Grade</b>    | <b>Days Enrolled</b> | <b>42.0</b> | <b>45.0</b> | <b>45.0</b> | <b>37.0</b> |
| <b>Teacher</b>     | <b>Teacher Name</b> | <b>Days Absent</b>   | <b>1.0</b>  | <b>3.0</b>  | <b>6.0</b>  | <b>1.0</b>  |
| <b>Principal</b>   | <b>Faith Jurs</b>   | <b>Days Present</b>  | <b>41.0</b> | <b>42.0</b> | <b>39.0</b> | <b>36.0</b> |
| <b>School Year</b> | <b>2019-2020</b>    | <b>Days Tardy</b>    | <b>0</b>    | <b>0</b>    | <b>0</b>    | <b>0</b>    |

**Purpose of Report Card**

This report is designed to inform you about your child's progress towards achieving the Alaska State Standards. The Standards established high and challenging expectations for all students, and describe what students should know and be able to do by the end of the academic year.

|           |                   |   |
|-----------|-------------------|---|
| <b>4</b>  | <b>Advanced</b>   | Exceeds the standard                            |
| <b>3</b>  | <b>Proficient</b> | Able to demonstrate the standard at grade level |
| <b>2</b>  | <b>Developing</b> | Approaching the standard, needs assistance      |
| <b>1</b>  | <b>Emerging</b>   | Starting the standard, needs more time          |
| <b>NA</b> |                   | Not observed or addressed at this time          |

| <b>Mathematics</b>  |           |           |           |           |
|---|-----------|-----------|-----------|-----------|
| <b>Counting and Cardinality</b>   | <b>Q1</b> | <b>Q2</b> | <b>Q3</b> | <b>Q4</b> |
| Child can skip count by 2s and 5s   |           |           |           |           |
| Child uses ordinal numbers correctly when identifying object position (e.g., first, second, third, etc.)                                  |           |           |           |           |
| Child can order numbers from 1-100. Demonstrate ability in counting forward and backward  |           |           |           |           |
| Child can count a large quantity of objects by grouping into 10s and counting by 10s and 1s to find the quantity                          |           |           |           |           |
| Child can use the symbols for greater than (>), less than (<) or equal (=) to when comparing two numbers or groups of objects             |           |           |           |           |
| Child can use estimation skills in a given set to 20  |           |           |           |           |
| <b>Geometry</b>   | <b>Q1</b> | <b>Q2</b> | <b>Q3</b> | <b>Q4</b> |
| Child can understand, build, combine or draw two-dimensional or three-dimensional shapes that are different and unique                    |           |           |           |           |
| Child can break circles and rectangles into two and four equal parts and understands halves, fourths, and quarters                        |           |           |           |           |
| <b>Measurement and Data</b>   | <b>Q1</b> | <b>Q2</b> | <b>Q3</b> | <b>Q4</b> |
| Child uses measurement skills, child can compare three objects using length   |           |           |           |           |
| Child can tell and write time in half hours using both analog and digital clocks  |           |           |           |           |
| Child can read a calendar distinguishing yesterday, today and tomorrow, read and write a date   |           |           |           |           |
| Child understands value of coins and can read money symbols including \$ and ¢ (cent)   |           |           |           |           |
| Child can organize and understand data using graphs or pictures   |           |           |           |           |
| <b>Number and Operations in Base Ten</b>  | <b>Q1</b> | <b>Q2</b> | <b>Q3</b> | <b>Q4</b> |
| Child can read, write, count and order numerals up to 120   |           |           |           |           |
| Child understands place value of two-digit numbers and compares numbers using the symbols >, =, < for greater than, equals, and less than |           |           |           |           |
| Child uses what they know about place value to add and subtract   |           |           |           |           |
| <b>Operations and Algebraic Thinking</b>  | <b>Q1</b> | <b>Q2</b> | <b>Q3</b> | <b>Q4</b> |
| Child uses addition and subtractions to solve word problems using numbers up to 20  |           |           |           |           |
| Child understands and uses what he/she knows about addition and subtraction   |           |           |           |           |
| Child can add and subtract any numbers from 1 to 20   |           |           |           |           |
| Child can work with addition and subtraction number sentence  |           |           |           |           |

| <b>English Language Arts</b>  |           |           |           |           |
|---|-----------|-----------|-----------|-----------|
| <b>Foundational Skills</b>  | <b>Q1</b> | <b>Q2</b> | <b>Q3</b> | <b>Q4</b> |
| Child understands of the organization and basic features of print   |           |           |           |           |
| Child understands spoken words, syllables, and sounds (phonemes)  |           |           |           |           |
| Child knows and applies grade-level phonics   |           |           |           |           |
| Child reads with enough accuracy and fluency to understand what was read  |           |           |           |           |
| <b>Language</b>   | <b>Q1</b> | <b>Q2</b> | <b>Q3</b> | <b>Q4</b> |
| Child uses grade-level grammar skills when writing or speaking  |           |           |           |           |
| Child uses grade-level capitalization, punctuation, and spelling skills when writing  |           |           |           |           |
| Child understands unknown words by thinking about what they have read   |           |           |           |           |
| Child uses new words and phrases learned through conversations, reading and through read-alouds                                   |           |           |           |           |
| <b>Literature and Information Text</b>  | <b>Q1</b> | <b>Q2</b> | <b>Q3</b> | <b>Q4</b> |
| Child can ask and answer questions using key details about a story or informational text  |           |           |           |           |
| Child can identify the main topic or author's purpose using key details   |           |           |           |           |
| Child can describe characters, settings, major events, and problem-solution in a piece of writing                                 |           |           |           |           |
| Child can ask and answer questions to help determine or clarify the meaning of words and phrases in a story or informational text |           |           |           |           |
| Child can understand the difference between fiction and nonfiction text   |           |           |           |           |
| Child knows and use various text features (titles, captions) to locate key facts or information in a text                         |           |           |           |           |
| In fiction or non-fiction child uses illustrations and details in a story or text to describe story elements or key ideas         |           |           |           |           |
| Child can identify the author's opinions  |           |           |           |           |
| Child can compare and contrast key details and elements in a variety of text types  |           |           |           |           |
| Child reads a variety of grade level texts  |           |           |           |           |
| <b>Speaking and Listening</b>   | <b>Q1</b> | <b>Q2</b> | <b>Q3</b> | <b>Q4</b> |
| Child participates at their age-level in conversations with peers and adults  |           |           |           |           |
| Child shows understanding of a text read aloud by asking and answering questions  |           |           |           |           |
| Child clearly describes people, places, things, and events with details   |           |           |           |           |
| Child speaks and shares ideas clearly and can use drawings to add details when needed   |           |           |           |           |
| Child produces complete sentences when appropriate to task and situation  |           |           |           |           |
| <b>Writing</b>  | <b>Q1</b> | <b>Q2</b> | <b>Q3</b> | <b>Q4</b> |
| Child creates opinion, informative and narrative writing samples  |           |           |           |           |
| Child can make their writing better by listening to other's ideas   |           |           |           |           |
| Child uses a variety of digital writing tools (iPods, Smartboard) with help from adults   |           |           |           |           |
| Child participates in shared writing activities   |           |           |           |           |
| Child uses what they know from experiences to answer questions  |           |           |           |           |
| <b>Integrated Subject Areas</b>   | <b>Q1</b> | <b>Q2</b> | <b>Q3</b> | <b>Q4</b> |
| Art   |           |           |           |           |
| Digital Citizenship/Technology  |           |           |           |           |
| Music   |           |           |           |           |
| Physical Education  |           |           |           |           |
| Science   |           |           |           |           |
| Social Studies  |           |           |           |           |

| Inupiat Cultural Development                                   | Q1 | Q2 | Q3 | Q4 |
|--|----|----|----|----|
| Child participates in bilingual instruction                    |    |    |    |    |
| Child participates in cultural instruction                     |    |    |    |    |
| Child understands and can recite the Inupiaq Alphabet/Atchagat |    |    |    |    |
| Child can count in Inupiaq                                     |    |    |    |    |
| Child can respond to and answer using common Inupiaq phrases   |    |    |    |    |

| Personal and Social Development                            | Q1 | Q2 | Q3 | Q4 |
|--|----|----|----|----|
| Follows classroom and school rules and routines            |    |    |    |    |
| Uses language respectfully                                 |    |    |    |    |
| Can work or play collaboratively with peers                |    |    |    |    |
| Can attentively listen in a whole group setting            |    |    |    |    |
| Demonstrates effort when completing independent activities |    |    |    |    |
| Demonstrates self-control                                  |    |    |    |    |
| Is kind to others  |    |    |    |    |
| Takes responsibility for materials and belongings          |    |    |    |    |
| Demonstrates problem solving skills                        |    |    |    |    |

|   |   |              |   |           |
|---|---|--------------|---|-----------|
| Personal and Social Development Grade Scale | 4 | Exceptional  | 2 | Sometimes |
|   | 3 | Consistently | 1 | Rarely    |

**Q1 Comments**

**Q2 Comments**

**Q3 Comments**

**Q4 Comments**

**Teacher Signature:**

**Principal Signature:**

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