



A PARENT'S GUIDE TO THE FIRST GRADE REPORT CARD

A guide for parents and families that explains the essential components of
the standards-based report card.

2021-2022

Sarasota County Schools

The Standards-Based Report Card

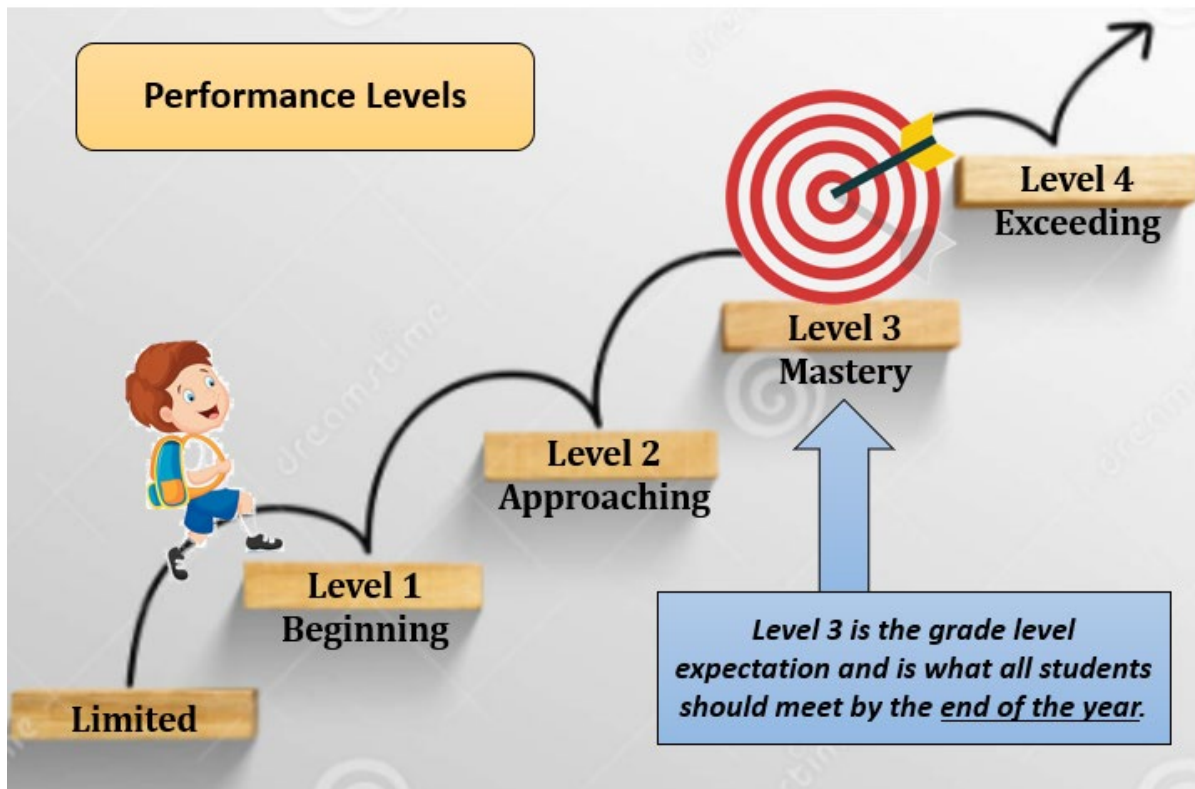
Standards are what students should know and be able to do at the end of each grade. A standards-based report card helps students and parents better understand grade level expectations. On traditional report cards, students receive one "letter grade" for each subject area. On a standards-based report card, each subject area is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate mark for each skill that reflects grade level content. It is important to note that it would be impossible to list every standard on the report card. The skills on the Sarasota County Schools First Grade report card are a "snapshot" of the standards for your child at this grade level. The report card is a communication tool between schools and families of the continuous progress a child makes throughout the school year.

Understanding Performance Levels

The following performance levels are used on the report card:

4	The student has an advanced understanding and exceeds <i>end of year</i> , grade level standard mastery. A student receiving a 4 demonstrates this advanced knowledge at school.
3*	The student demonstrates mastery on <i>end of year</i> , grade level standard. A student receiving a 3 shows solid knowledge and has proficient understanding of concepts and skills.
2	The student is approaching <i>end of year</i> , grade level standard mastery. A student receiving a 2 understands basic skills and concepts but is not yet fully independent. The student is applying concepts and skills with increasing success.
1	The student is beginning progress towards <i>end of year</i> , grade level standard mastery, but is not yet independent. A student receiving a 1 may benefit from additional support*.
L	The student has limited progress towards <i>end of year</i> , grade level standard mastery. A student receiving a "L" may benefit from additional support*.

***Level 3 is the grade level expectation and is what all students should meet by the end of the year.**



Understanding Effort Grades

An effort grade will be given each quarter. Student effort will be indicated by the following codes:

- **E (Excellent)** - Demonstrates consistent outstanding participation. Strives beyond classroom expectations with class assignments and homework. Is highly motivated and well organized.
- **G (Good)** - Participates much of the time. Completes class assignments and homework. Is attentive, motivated, and organized.
- **S (Satisfactory)** - Usually participates. Completes class assignments and homework. Is attentive.
- **N (Needs Improvement)** - Rarely participates. Frequently does not complete assignments or homework. Is often inattentive and poorly organized.
- **NA** - Not assessed at this time.

Growth and Progression

Students' knowledge is expected to grow over the course of the school year. In some subjects, standards are taught in a spiral progression and therefore students are not necessarily expected to show mastery (*performance level 3*) until later in the year (*quarters 3 and 4*). In other subjects, units are constructed to have students master the standards prior to moving onto the next topic. In these areas, student proficiency may likely come earlier in the year.

Teacher Collection Tools

Teachers will determine students' performance levels based on specific tasks and assessments, which are tied to the learning standards. Teachers will observe and analyze student's classwork, projects, responses, and assessments to determine a performance level.

Sample Report Card with Labels

Coming Soon

Reading Levels

What is the difference between independent and instructional reading levels?

An *independent* reading level is when the reader knows most of the words and can comprehend the text without too much difficulty. A book at the independent level is often referred to as a "just right" book. These books help students become better readers through ample practice. An independent level book should sound smooth when read aloud and feel comfortable to read.

A book at an *instructional* reading level is more challenging for the reader but is not too hard. A book at this level is right on the edge of the child's learning. Teachers use sets of guided reading books to support small groups of students in reading at their instructional level.

You can use the "Five Finger Rule" when choosing books with your child.

It is often difficult to help your child choose books at their independent reading level when at the library or a bookstore. Here is a quick strategy that can be used to determine if your child is choosing a book "just right" for them.

5 FINGER RULE

How to choose a JUST RIGHT book!

- 1 Find a book you want to read
2. Open it up to any page
3. Read the page, and count the words you don't know on your fingers

0-1 TOO EASY

4 CHALLENGE

2-3 JUST RIGHT

5 TOO HARD



Want to know more about text levels? For example, what does a text level B look like?
Click on the picture below to see examples!



Clarification of Terms

Academic vocabulary	The language that students will hear and use in school that is uncommon in their everyday casual conversations.
Automaticity	When reading, it is the ability to read words quickly and accurately.
Collaborative techniques	Looking at the speaker, listening actively, taking turns, using accountable talk strategies such as conversations in multiple exchanges and presenting information in complete sentences.
Concepts of print	The understanding of what books are used for, that print carries meaning, that books contain letters and words, how to identify parts of a book, and that reading requires moving from top to bottom and left to right.
Expository writing	An informative type of writing that explains or describes something by using factual information.
High frequency words	Words that regularly appear in print. Often, they are referred to as "sight words" as student should be able to recognize these words at a glance.
Inference	A conclusion reached based on known facts.
Narrative writing	A story that is told in full detail with events in chronological order.
Opinion writing	A type of argumentative writing in which students state an opinion about a topic or text with at least one supporting reason.

Phonics	The connection between letter symbols and sounds. Teaches students how to connect sounds of letters or groups of letters in order to read words.
Phonological awareness	The foundation for learning to read; refers to the ability to work with words orally (the spoken sound) and does not involve print.

Frequently Asked Questions

- Do the performance indicators on the report card correlate with letter grades?**
No. The performance indicators do not correlate with letter grades. The goal of the report card is to communicate progress towards an end of the grade level expectation.
- How will I know if my child is “on target” to meeting grade level expectations?**
You will know your student is “on target” if they are making progress towards the grade-level expectations each quarter. It is important to note that there may be times where the growth is not evident in a performance indicator, but the progress has not lowered. In this case, it would mean that students need more time with the standard to reach the desired outcome.
- Why are some areas shaded on the report card?**
It is possible that while a standard is introduced and assessed throughout the year, it may not be reported until later in the year when students have had more time to demonstrate sufficient understanding.
- What does “may benefit from additional support” mean?**
*If your child received a performance level of a “1” or an “L”, you may have noticed the descriptor said, “the student **may** benefit from additional support”. Additional support looks different from student to student because it is meant to meet each student's individual needs. Sometimes additional support is something the classroom teacher does each and every day to help your child such as providing guided reading materials at their instructional level or using extra supports (i.e. visuals, sentence starters, or drawing instead of writing) to help them quickly progress to grade-level expectations of the standard. Other times, it may be determined that additional time with targeted instruction of specific skills is necessary. These interventions would provide the extra layer(s) of support needed.*
- How are English Language Learners (ELLs) who are still acquiring English language speaking and listening skills graded?**
English Language Learners (ELLs) are provided with the same opportunity to receive grades in relation to expectations for grade level. During parent conferences, teachers and ESOL professionals may discuss with parents the following: the child's current level of English proficiency; the child's opportunity to learn the content and/or ability to demonstrate the appropriate grade-level standards.
- If my child has an IEP, how will he/she be assessed?**
Students with Individualized Education Programs (IEP) are provided with the same opportunity to receive grades in relation to expectations for grade level standards. For all students with an IEP, a supplemental progress report is provided that identifies how students are performing on appropriately challenging learning tasks as outlined in the goals and objectives of their IEP.
- How can I talk with my child’s teacher about what I see on the report card?**

Parents can use a child's report card to drive conversation with the classroom teacher. The report card encourages open two-way communication and detailed information about how your child is doing in each subject. During parent -teacher conferences, a parent might: ask to see samples of your child's work, talk to his/her teacher about whether your child's work samples are satisfactory, or how your child could have done a better job on the assignments. You can ask about the resources available in each subject so that you can assist your child in reaching or surpassing their educational goals.

- **How do I help my child get a 4?**

Remember, a mark of "3" indicates that a student is meeting grade level expectations with independence and excellence. With high and challenging expectations, a "3" is exactly where a competent student should be at the end of the year. "Getting a 4" is not about what more a student does. It is about what a student knows, and at what level she/he applies what she/he knows to new and higher-level situations that exceed what is explicitly taught in class.

Resources and Activity Links

There are many ways that parents can help their children be successful at school. Asking your child specific questions about school activities and subjects as well as making reading a natural part of your family's daily routine are just a few ideas. Some additional resources are linked below.

- [Sarasota County Read at Home Plan](#)

This link provides parents with activities that can be done at home to help your child develop strong literacy skills. You will find specific activities for all the components of literacy: Oral Language, Phonological Awareness, Phonics, Fluency, Comprehension, Vocabulary, and Writing. Ask your child's teacher which activities would be recommended to fit your child's needs.

- [Florida B.E.S.T. Standards Parent Guide](#)

Florida adopted new standards in ELA for Grades K-2, which will be implemented this school year. This guide helps familiarize parents with the standards and provides tips about ways you can help your child master the standards at their specific grade level.