

1st Grade: Learning Goals Checklist for entry

Trimester: _____

Progress Report Markings

For Student Curriculum Marks/Learning Goals

M: Meeting: The child applies the learning goal (**district grade level expectation**).

A: Approaching: The child applies a basic understanding of the goal.

B: Beginning: The child applies an initial understanding of the goal.

N/A: Not assessed at this time.

Y: Yes

N: No

Living and Working in the classroom: Indicators in Living and Working in the classroom will use these three descriptors, as this area includes strategies best described by the frequency with which the student uses the skill.

S: Seldom

O - Occasionally

U: Usually

X – Marking Selections

Additional Programs

| Additional Support Programs: | T1 | T2 | T3 |
|-------------------------------------|----|----|----|
| 1. Reading Support | | | |
| 2. Math Support | | | |
| 3. Gifted (WINGS) | | | |
| 4. Gifted (Project Plus) | | | |
| 5. Gifted (Fine Arts) | | | |

Living and Working

| Learning Goals: | T1 | T2 | T3 |
|--|----|----|----|
| 1. Empathy and care for others | | | |
| 2. Respect for self and others | | | |
| 3. Accepts responsibility for actions | | | |
| 4. Perseverance with his/her learning | | | |
| 5. Attempts to resolve conflicts in appropriate ways | | | |
| 6. Organizational skills to support learning | | | |

English-Language Arts

| Learning Goals: | T1 | T2 | T3 |
|--|----|----|----|
| Reading | | | |
| 1. Reads with understanding | | | |
| 2. Analyzes what they read | | | |
| 3. On track for meeting end of year learning goals in reading | | | |
| Writing | | | |
| 4. Communicates in writing for a variety of purposes and audiences | | | |
| 5. On track for meeting end of year learning goals in writing | | | |
| Research and Speaking | | | |
| 6. Shares their thoughts with others by speaking and listening | | | |
| 7. Acquires, assesses and communicates information | | | |

Math

| Learning Goals: | T1 | T2 | T3 |
|--|----|----|----|
| Mathematical Practices | | | |
| 1. Makes sense of problems and perseveres in solving them | | | |
| 2. Communicates mathematically | | | |
| Content Standards | | | |
| 3. Represents and solves problems involving addition and subtraction | | | |
| 4. Adds and subtracts within 10 fluently | | | |
| 5. Understands place value | | | |
| 6. Measures lengths accurately | | | |
| 7. Tells and writes time | | | |
| 8. Represents and interprets data | | | |
| 9. Reasons with shapes and their attributes | | | |
| 10. On track for meeting end of year learning goals in math | | | |

Social Studies

| Learning Goals: | T1 | T2 | T3 |
|--|----|----|----|
| 1. Explains how to participate in society | | | |
| 2. Understands how power, authority, and governance function in societies and affect their lives | | | |
| 3. Understands the relationships between human beings and their environments | | | |
| 4. Understands their historical roots and locates themselves in time | | | |
| 5. Explains how individuals interact and the consequences of these interactions | | | |
| 6. Understands how science and technology affect society | | | |
| 7. On track for meeting end of year learning goals in social studies | | | |



Science

| Learning Goals: | | T1 | T2 | T3 |
|------------------------|--|----|----|----|
| Life Science | | | | |
| 1. | Uses materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs | | | |
| 2. | Makes observation to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents | | | |
| Light and Sound | | | | |
| 3. | Makes observations to construct an evidence-based account that objects in darkness can be seen only when illuminated | | | |
| 4. | Plans and conducts investigations to determine the effect of placing objects made with different materials in the path of a beam of light | | | |
| 5. | Uses tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance | | | |
| Space System | | | | |
| 6. | Uses observations of the sun, moon, and stars to describe patterns that can be predicted | | | |
| 7. | Makes observations at different times of year to relate the amount of daylight to the time of the year | | | |
| 8. | Describes the presence of the sun, moon, and stars in the sky over time | | | |
| Engineering | | | | |
| 9. | Ask questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool | | | |
| 10. | Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem | | | |
| 11. | Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs | | | |
| 12. | On track for meeting end of year learning goals in engineering | | | |

Comments:

| Check which trimester | | | |
|-----------------------|----|----|--|
| T1 | T2 | T3 | |
| | | | |

