



Elementary Report Cards

WESTWOOD PUBLIC SCHOOLS
 220 NAHATAN ST
 School: MARTHA JONES SCHOOL
 School Year: 2021-2022

Student: 330003
 ID#: 01
 Grade: Dunn, Tiffany
 Days Absent: 3 Days Tardy: 0

| | Grades | | | Grades | |
|--|--------|------|--|--------|------|
| | NOV. | JAN. | | JAN. | JUNE |
| LITERACY GRADE 1 | | | MATH GRADE 1 | | |
| In all grades, students learn to read texts representing diverse periods, cultures & views; listen and speak in formal & informal settings; write for a specific audience/purpose; and apply knowledge of grammar/mechanics in speech & writing. | | | In all grades, students learn to represent and solve real-world problems; make mathematical arguments; use tools or visual models to show mathematical relationships; recognize mathematical patterns; and reason strategically. | | |
| Focus areas for students in Grade 1 are listed below. | | | * Focus areas for students in grade 1 are listed below: | | |
| Uses grade-level sight words and phonics to read and write words. | | | Identifies numbers and counts within 120. | | |
| Reads and comprehends grade level text with accuracy and fluency. | | | Adds and subtracts fluently within 10. | | |
| Demonstrates understanding of a text by answering questions and/or providing a retelling of main idea and key details. | | | Adds and subtracts within 20 using properties of operations and place value. | | |
| Writes clearly about a topic, opinion, or experience across 3+ pages. | | | Shows place value understanding of ones and tens. | | |
| Writes complete sentences, using appropriate capitalization and end punctuation. | | | Accurately works with addition and subtraction equations, including unknown numbers, and showing understanding of the equal sign | | |

Elementary Report Card Grading Scale

- 4 - Meets or exceeds June expectations
 - 3 - Steady progress towards June expectations
 - 2 - Progressing towards June expectations with additional time & support
 - 1 - Working on concepts and skills below grade level
- N/A - Not applicable or not assessed at this time
- U - Usually
- S - Sometimes
- R - Rarely
- X - Unit(s) addressing this concept/skill have not yet been taught



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 Teacher: 3
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|---|--|------|------|--------|------|------|
| | NOV. | JAN. | JUNE | NOV. | JAN. | JUNE |
| SCIENCE GRADE 1 | ART GRADE 1 | | | | | |
| In all grades, students learn to observe, ask questions and define problems; use the skills and tools of scientists & engineers to plan and conduct investigations/solve problems; and communicate solutions and explanations. * Focus areas for students in grade 1 are listed below: Notices and describes patterns using observation evidence or data. Understands the patterns of earth's systems, including weather and seasons, day and night, and interactions between the earth and the sun. Describes and categorizes plants and animals based on similarities and differences. Explores how light and sound move through different materials. | In grade 1 students learn to recognize lines/patterns/textures in the environment; create a secondary color; make revisions to work to solve a visual problem; and present personal opinions about their work and the work of others. * Focus areas for assessment in all grades are listed below: Engages positively in art room activities and discussions. Accepts risks and challenges as a creator. Create: Generate ideas, develop work, and refine craft. Respond: Observe, reflect and interpret meaning in artistic works. Connect: Connect with other artists through process, techniques, stories, and ideas | | | | | |
| SOCIAL STUDIES GRADE 1 | | | | | | |
| Students explore social studies to learn about the past, make sense of the present, and shape the future. They ask questions; identify problems; consider diverse sources, experiences and perspectives; and propose solutions. * Focus areas for students in Grade 1 are listed below: Demonstrates understanding of grade level topics in history, geography, civics and economics. Uses evidence and reasoning to support arguments and conclusions. Integrates information from multiple sources. | | | | | | |

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| MUSIC GRADE 1 | | |
| In grade 1 students learn to create simple rhythmic patterns; add music to stories; use a singing voice; and show musical concepts through movement. | | |
| * Focus areas for assessment in all grades are listed below: | | |
| Engages positively in classroom activities | | |
| Accepts risks and challenges as a creator and performer. | | |
| Creates musical ideas. | | |
| Performs as part of a musical community. | | |
| Responds to musical concepts. | | |
| PHYSICAL EDUCATION GRADE 1 | | |
| In grade 1 students learn to move safely to open space; stop on a signal; throw overhand to target; catch ball with/without a bounce; identify changes in the body after participation in physical activities; create a dance/creative movement sequence. | | |
| * Focus areas for assessment in all grades are listed below: | | |
| Engages positively in the Physical Education setting. | | |
| Accepts risks and challenges | | |
| Demonstrates body control and safety in Physical Education activities. | | |
| Is developing physical education skills at an age-appropriate level. | | |

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