

**Our Mission**

In partnership with families, students, and the community, we commit to creating an innovative, inclusive, and student-centered learning environment so that all students are equipped and empowered to choose their college, workplace and career path, while becoming productive members of their community.

To the Parent or Guardian of  
**Student Name**  
123 Main Street  
Freeport, IL 61032

**Levels of Student Achievement**

4	Exceeds
3	Proficient
2	Progressing
1	Needs to Improve
X	Not Assessed at This Time

Classroom Teacher				
Work Habits	Q1	Q2	Q3	Q4
I can listen to and follow directions.				
I can take care of my materials.				
I can work independently.				
I can complete tasks in a timely manner.				
I ask for help when needed.				
I exhibit eagerness and motivation as a learner.				

Classroom Teacher				
Reading: Literature and Informational Text	Q1	Q2	Q3	Q4
I can use key ideas and details to demonstrate understanding of text.				
I can demonstrate understanding of the craft and structure of a text using key details and text features.				
I can integrate story elements/text features to comprehend text.				
With prompting and support, I can read first grade level texts.				
I can ask and answer questions to find meaning in unknown words in a text.				

Social Emotional Development				
	Q1	Q2	Q3	Q4
I can recognize my own emotions and how those emotions impact my behavior.				
I can use calming down techniques to control impulsive behavior and anger.				
I can recognize other people's feelings and listen to identify their feelings.				
I can show appropriate social and classroom behavior.				
I can identify and apply problem solving steps to resolve conflicts.				
I contribute to the well-being of my class and school by making positive choices.				

Reading: Foundational Skills				
	Q1	Q2	Q3	Q4
I can understand the basic features of print.				
I can understand spoken words, syllables, and sounds.				
I can apply grade level phonics and word analysis skills when decoding words.				
I can read grade level sight words.				
I can read with sufficient accuracy and fluency to support comprehension.				

Language and Writing				
	Q1	Q2	Q3	Q4
I can use proper grammar and language when writing and speaking.				
I can use proper capitalization, punctuation, and spelling when writing.				
I can write opinion, narrative, and informational pieces.				
I can write a paragraph about a single topic.				
I can participate in shared research and writing projects.				
I can determine the meanings of unknown words using multiple strategies.				

Speaking and Listening				
	Q1	Q2	Q3	Q4
I can participate in collaborative conversations about first grade topics and texts.				
I can describe people, places, things, and events with details, expressing ideas and feelings clearly.				

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**Classroom Teacher**

<b>Operations and Algebraic Thinking</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
I can solve story problems involving addition and subtraction within 20.				
I can use strategies and related facts to solve between addition and subtraction equations.				
I can use strategies to add and subtract to 20.				
I can fluently add and subtract within 10.				
I can determine whether an equation is true or false.				
I can find the unknown number in addition and subtraction equations.				

**Number and Operations in Base Ten**

<b>Number and Operations in Base Ten</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
I can count, write, and represent numbers to 120.				
I can understand how many tens and ones are in a 2-digit number.				
I can use $>$ , $<$ , and $=$ to compare 2-digit numbers.				
I can add and subtract multiples of 10 up to 100.				

**Measurement and Data**

<b>Measurement and Data</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
I can measure using non-standard units. (linking cubes, paper clips).				
I can tell and write time to the hour and half-hour.				
I can represent and interpret data (bar graphs).				

**Geometry**

<b>Geometry</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
I can identify and describe 2D and 3D shapes.				
I can divide shapes into equal parts and label the fractions.				

**Classroom Teacher**

<b>Art</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
I can engage collaboratively in exploration and imaginative play with materials.				
I can demonstrate safe and proper procedures for using materials, tools, and equipment while making art.				

**Classroom Teacher**

<b>Music</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
I can demonstrate expressive qualities (tempo, dynamics, pitch, beat).				
I can demonstrate knowledge of musical concepts with instruments and voices.				
I can read and perform simple rhythmic and melodic patterns.				
With limited guidance, I can perform music for a specific purpose with expression.				

**Classroom Teacher**

<b>Physical Education</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
I can demonstrate fitness in cardio respiratory endurance (jog continuously).				
I can demonstrate fitness in muscular endurance (abdominal crunches).				
I can demonstrate fitness in muscular strength (push-up hold).				
I can demonstrate fitness in flexibility (sit and reach).				

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**Classroom Teacher**

<b>Science</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
I can show how plants and/or animals use their external parts to help them survive, grow, and meet their needs.				
I can design and build a device that uses light or sound to communicate over a distance.				
I use observations of the sun, moon, and stars to describe patterns that can be predicted.				
I can ask questions, make observations, and gather information about a scientific problem.				

**Classroom Teacher**

<b>Social Studies</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
I can create questions to help guide inquiry about a topic with guidance from adults and/or peers.				
I can identify and explain how rules function in various settings, inside and outside of the school.				
I can construct and interpret maps and other representations to navigate a familiar place.				
I can explain and give examples of when choices are made that something else is given up.				
I can describe individuals and groups who have shaped a significant historical change.				

<b>ATTENDANCE:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Total</b>
Absences	1.5	0.0	0.0	0.0	1.5
Tardies	0.0	0.0	0.0	0.0	0.0
<b>Average Daily Attendance Rate</b>					<b>91.18 %</b>

**GENERAL COMMENTS**

**1st QUARTER COMMENTS:**

**2nd QUARTER COMMENTS:**

**3rd QUARTER COMMENTS:**

**4th QUARTER COMMENTS:**

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**Interpreting your child's report card:**

In our efforts to make grades meaningful, Freeport School District uses a standards-based reporting system that describes what we expect students to learn and be able to do. The purpose of the standards-based reporting system is to communicate where students stand in reference to specific expectations for their learning. The K-5 standards-based report cards list the English/language arts and math expectations or student learner outcomes, based on the Illinois Learning Standards.

Four (4) levels of student achievement are used to communicate student's progress in regard to specific learning standards. The four levels are as follows:

4 Exceeds -- A student consistently knows this concept and additionally shows understanding at a higher level than the grade level standard.

3 Proficient -- A student consistently shows growth, indicating a student has mastered grade level expectations.

2 Progressing -- A student shows gradual movement toward understanding the standard and may need more support and time to reach proficiency. Or, the student may have just been introduced to the concept.

1 Needs to Improve -- A student consistently displays misunderstanding of the concept or shows inconsistent results toward mastery and needs additional support and

In addition to the four (4) levels of student achievement, an "X" indicates the standard is not being assessed at this time.