



Parent Brochure

Standards-Based Report Card

Canton Public Schools

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What is a Standards-Based Report Card?

District standards are specific learning goals for skills and concepts that are organized within subject areas. Canton’s educators have mapped out a standards-based curriculum that aligns with the Massachusetts Curriculum Framework. The state continually evaluates and revises the standards; our report card will reflect these changes as they occur.

Some key ideas of a Standards-Based Report Card include:

- The standards are **end-of-year** expectations, or learning targets. These include 21st Century Social/Behavioral Skills and academic Content Standards.
- All students in a particular grade level are evaluated on their progress toward meeting the same learning targets (the standards). Parents can see where their child is on the journey toward mastery of **end-of-year** expectations.
- It is understood that most students are Approaching (A) the end of year standard as they are learning a new skill or concept. This is appropriate and expected. **Students have the entire school year to progress toward mastery of a standard.** (See the Content Proficiency Level Key on page 3)
- It is different from traditional assessment and reporting, which gives a single letter grade (typically representing an average of test scores) for broad subject categories.

<u>21st Century Social/Behavioral Skills Proficiency key</u>	
4	Student Consistently demonstrates this skill.
3	Student often demonstrates this skill.
2	Student sometimes demonstrates this skill
1	Student requires on-going intervention to develop this skill.

What are 21st Century Social/Behavioral Skills?

21st Century Skills are the set of knowledge, skills, work habits, and character traits that are recognized as necessary for success in today’s world. These skills prepare your child to work effectively in each content area, both independently and in groups. Students practice these skills in combination with academic content. As students practice these skills, they form thinking habits. Opportunities to develop these skills are present in all curriculum areas, for all students, PreK-12.

Everyone is on a life-long journey to develop their thinking through the application of social and behavioral skills. Students have varying degrees of proficiency in applying these foundational skills for their age, but everyone is somewhere on the continuum. In schools, teachers create the conditions in which these skills develop. Each year, as your child moves to a new grade level/class, their teacher determines where they are functioning on the continuum of skills. Teachers continually assess these skills as they are a necessary component of learning, and are intertwined with a student’s capacity for acquiring academic content knowledge.

It is important to note that students may begin the year at a low rating for a particular skill. This is developmentally appropriate. You will also notice that as your child advances through the grade levels, teachers’ conversations about your child’s work habits and thinking skills should change. This is an area of continuous growth.



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Content Standards Proficiency Level Key

E - Exceeding	In addition to meeting the end of year standard, the student is able to self-initiate in-depth inferences and applications that extend beyond what was taught.
M - Meeting	The student meets the end of year standard consistently and independently.
A - Approaching	The student is approaching the end of year standard.
S - Supported	The student relies on support to make progress towards meeting the end of year standard.
N - Not Taught/Assessed	This standard was not taught or not assessed.

Mathematics

In Grade One, instructional time focuses on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes. In addition, students will learn about concepts related to money and time.

The Standards for Mathematical Practice describe the ways students “do” math, as they grow in mathematical maturity. Engaging in the practices supports students’ understanding of mathematical concepts.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Reading/English Language Arts

Literature and Informational Text

First Grade students analyze a variety of components for both literature and informational texts. Students will: ask and answer questions, retell with key details, describe characters and settings, identify words or phrases that suggest feelings or senses, understand text features, identify characteristics of types of stories and who is telling a story, use illustrations to show understanding, and compare/contrast stories.

Foundational Skills

Foundational reading skills include print concepts, phonological awareness, phonics/word knowledge, and fluency. In Grade 1 students learn proper capitalization and punctuation, use and identify long and short vowels, segment and blend sounds in words, and read accurately and fluently to support comprehension.



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Writing

By the end of first grade, students write narrative, opinion and informative pieces. Given support and guidance, first grade students will expand upon their knowledge and application of grammar, spelling, and mechanics.

- Narrative: Students write narratives in prose or poem form based on personal experiences. Students will use sequenced events, some details, time-order words, and provide some sense of closure.
- Opinion: Students introduce a topic, state an opinion, supply a reason, and provide some sense of closure.
- Informative/Explanatory: Based on research and inquiry, students will name a topic, give some facts about the topic and provide some sense of closure.

Speaking and Listening

Students participate in collaborative conversations about grade level topics and texts with peers and adults. These conversations provide opportunities for students to develop and refine discussion skills, express thoughts and ideas, develop arguments, add to others' thoughts, ask and answer questions for clarification, and support their thoughts with visuals.

Language

First graders demonstrate standard English grammar when writing and speaking, develop flexible vocabulary skills, and apply new word knowledge.

Science

Grade One students begin to understand the power of patterns to predict future events in the natural and designed world. They describe patterns of motion between the Sun, Moon, and stars in relation to the Earth. They identify and predict seasonal patterns. First graders investigate sound and light through various materials. They describe patterns in how light passes through and sounds differ from different types of materials and use this to design and build a device to send a signal. Students compare the ways different animals and plants use their body parts and senses to do the things they need to do to grow and survive. They notice that though there are differences between plants or animals of the same type, the similarities of behavior and appearance are what allow us to identify them as belonging to a group.

Social Studies

In first grade, children listen to and read folk tales and true stories from America and from around the world. They learn about major historical events, figures, and symbols related to the United States of America and its national holidays and why they are important to Americans. The grade 1 curriculum continues to strengthen children's identity as American citizens.

Music Education

First grade musicians will create, perform, improvise, and refine their personal musical ideas. Through a variety of listening tasks, they respond and move to music creatively. Students begin to develop basic music notation skills. First graders sing and play classroom instruments, and use organized movement, such as folk dances, to allow them to express themselves musically.



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Visual Art Education

First grade artists explore what they see in the world around them as inspiration for creating their artwork. They begin to more purposefully use the Elements and Principles of Art and Design (which include: line, shape, form, pattern, contrast and emphasis) in their artwork. They draw, paint, print, and sculpt as they build on their skills for manipulating materials to develop, refine, and create new artworks. Through these experiences students investigate the reasons that art is made across time and cultures. In their own artwork, and when looking at the work of others, students investigate how they can express meaning through their artistic choices.

Technology Education

Early elementary school students are introduced to foundational concepts by integrating basic digital literacy skills with simple ideas about computational thinking. Students begin to explore the uses of technology as they learn that tools help people do things better, more easily, or do some things that could otherwise not be done at all.

Physical Education

In first grade Physical Education, students execute mature patterns of locomotor skills such as: galloping, skipping, shuffling and leaping. Students demonstrate the specific manipulative skills of rolling/sliding and underhand tossing to a partner. They continue to develop balance and strength through tumbling activities such as forward rolls and the use of the balance beam, and learning the health effects of physical activity through the use of fitness stations.

Health Education

In first grade Health Education, students apply practical steps to enhance their wellness such as listening skills, germ prevention, fire safety and personal safety. Students identify people who they can go to help them. Additionally, students practice ways to seek help for themselves and use words to express their health needs.