

## Overview

### What is a Standards-Based Progress Report (SBPR), and why is it used?

An SBPR gives you information about how your child is progressing toward meeting the Colorado State Standards during the course of the school year. Standards specify what all students should know and be able to do.

- Your child’s performance is measured against the standard, rather than simply being compared to other students in his or her class.
- It gives every child in every school the opportunity to meet or exceed state standards.
- It gives you, the parent or guardian, a more detailed and honest assessment of how your child is progressing academically.

### What do 4, 3, 2, and 1 mean? How do they compare to A, B, C, and D?

There is no comparison to A, B, C, and D.

- The numbers indicate whether students are “on track” toward meeting the year-end standard.
- A 3 the first trimester does NOT mean that students have reached the goal of proficiency; rather, their progress is meeting expectations for the trimester, and, if students remain on that path, they should reach proficiency (the goal) by the end of the year.
- Final grade-level proficiency can only be determined at the end of the year.

### Students receive 3s on trimester progress reports when they are well on their way to meeting the standard.

If they do not receive 3s, they may receive one of the following.

- Students receive 2s if they have made some progress but are not quite on track to reach the standard by the end of the year. Some intervention may be necessary.
- Students receive 1s if they will definitely require extra support and intervention to achieve the standard.
- Students may receive 4s if they are far ahead of where they are expected to be at that point in time relative to the standards.

### What do advanced, proficient, partially proficient, and unsatisfactory mean for end-of-year achievement?

Assuming the state standard is the goal:

- **Advanced** means they have consistently exceeded the grade-level goal.
- **Proficient** means they have consistently demonstrated the grade-level goal.
- **Partially Proficient** means they are working towards the grade-level expectation, but they have not been able to consistently demonstrate the grade-level goal.
- **Unsatisfactory** means they consistently do not demonstrate grade-level expectations and therefore will require extra support and intervention to reach the goal.

Following are the standards established by the State of Colorado. It is the goal that all students meet these standards by the end of their **first-grade** year.

## Literacy Goals

Throughout the year, students’ independence will grow as they pursue these goals. It is understood that in the first trimester, these goals are met with assistance; growth is noted as students progress toward consistency and independence.

### Reading

**Students read and understand a variety of materials.** Students should be able to identify and read different kinds of materials, fiction and nonfiction, magazines, poems, and directions.

- **Suggestions:** *Set an example by reading at home and talking to your child about what you are reading and why. Talk and show examples of newspapers, cereal boxes, books, posters, signs, and anything else with print. Get your child a library card and check out books to read together. Read to your child every day.*

**Students apply thinking skills to their reading, writing, speaking, listening, and viewing.** Students think independently, develop their own ideas, and put their thoughts into words.

- **Suggestions:** *Read a book together and ask your child questions about the book, such as, “What did you learn from this book?” “Which character did you like the most?” “What was your favorite part? Why?”*

**Students read to locate, select, and use relevant information from a variety of references, and technological sources.** Students learn to find books in the library and use newspapers, signs, cereal boxes, magazines, and menus as sources of information.

- **Suggestions:** *Go to the library. Talk to your child when using the computer and explain what you are doing. Help him/her look something up on the Internet. When at a restaurant, have your child read a menu and order his/her own food.*

**Students read and recognize literature as a record of human experience.**

Students read different kinds of books and make connections, both text-to-text and text-to-self. They also read about different cultures.

- **Suggestions:** *Read with your child; talk about what you read and have your child make connections to his/her own life and to other books you have read together.*

## Writing

**Students write and speak for a variety of purposes and audiences.** Students learn to give directions, retell stories, and explain what they are thinking.

- **Suggestions:** *The best thing to do is continually talk with your child to develop his/her thinking and communication skills. Help your child draw a picture and write a story about family experiences.*

**Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.** Students should be able to write a complete sentence using a capital letter at the beginning and appropriate punctuation.

- **Suggestions:** *Model language for your child by telling stories and having conversations about a variety of topics.*

## Social Sciences Goals

**Civics:** The key areas are rules and responsibilities, rituals and routines.

- **Suggestions:** *Discuss with your child how rules and responsibilities, rituals and routines help run an organized home and how it provides stability for a family as well as for a society.*

**Geography (Mapping Skills):** Students know directions (north, south, east, west), what symbols on maps mean, and that every map has a title.

- **Suggestions:** *Talk to your child about placement of items in the home or where the sun rises and sets. Look at a globe and a map together.*

**Geography (Culture):** Students know about customs and traditions of many different cultures.

- **Suggestions:** *Discuss how your family’s customs and traditions may vary from those of friends.*

**Economics:** Students understand the difference between needs (food, shelter, clothing, and water) and wants.

- **Suggestions:** *Discuss purchasing decisions at home and discuss if they are needs or wants and how each family prioritizes differently.*

## Mathematics Goals

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Students' mathematical understanding will be assessed each trimester based **only on the units taught in that trimester**. At the end of the first-grade year, an overall view of students' progress and mastery of standards will determine the level of proficiency attained. By the end of the first-grade year, students should have met the following goals.

**Number Sense:** Students count, read, and write numbers. They investigate place value with whole numbers and explore fractions and money.

- **Suggestions:** *Have your child count money for purchases and make change and write down the answers using symbols to represent each coin. Play games with cards or dice. Count orally by 2s, 5s, and 10s—sometimes starting at numbers other than 0.*

**Algebraic Thinking:** Students explore attributes and patterns and find missing numbers and rules in patterns. They study properties of the operations of addition and subtraction.

- **Suggestions:** *Have your child identify and be aware of patterns around him/her, such as stripes, colors, and geometric shapes. Have your child create patterns with toys, kitchen utensils, or food. Make a game out of how to continue a pattern.*

**Data and Probability:** Students collect, organize, and display data using tables, charts, and graphs.

- **Suggestions:** *Play games and look at charts in the newspaper. Chart and talk about a newspaper weather report. "Is today's temperature higher than yesterday's?" "What might it be tomorrow?"*

**Geometry:** Students explore two-dimensional shapes (squares, triangles, rectangles) and three-dimensional shapes (pyramids, cones, prisms).

- **Suggestions:** *Look for geometric shapes around the house, in the grocery store, and on buildings. Help your child use geometric names for these shapes.*

**Measurement:** Students use tools to measure length, capacity (quarts and liters), and weight. They read clocks, calendars, timelines, and thermometers and use ordinal numbers such as fifth and tenth.

- **Suggestions:** *Have your child help you cook and measure ingredients. Talk to him/her and explain the process. Use a face clock (analog) to practice telling time.*

**Computation:** Students learn addition and subtraction facts, fact families, and extended facts.

- **Suggestions:** *Use Fact Triangles to practice addition by covering the sum. Practice subtraction.*

## Science Goals

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**Scientific Investigation:** Students use their senses and tools to observe and collect information about properties of objects, weather, and animals. Students ask questions, compare observations, and communicate ideas with increasing skill and accuracy.

- **Suggestions:** *Don't answer all your child's questions. Ask him/her what he/she thinks and work together to find the answer. Together, you and your child can propose possible answers, test them, and check them by using reference books or the Internet or by asking someone who is likely to know the correct answers.*

**Physical Science:** Students sort and classify objects according to their properties (color, shape, texture) and explain how they divided them.

- **Suggestions:** *Pay attention to what building materials are used for structures in your community. Wood? Concrete? Adobe? Brick? Granite? Sandstone? Steel? Glass? Talk about the reasons for using these materials.*

**Earth and Space Science:** From observations and data, students identify patterns, such as seasonal changes and changes in the weather over time. They use their data to compare day-to-day changes in the weather.

- **Suggestions:** *Ask your child to describe the day's weather. Read the weather report or watch a television weather report together and talk about how the weather affects your family. Ask, "What should we wear? Will it be an inside day?"*

**Life Science:** Students explore the characteristics of animals. They observe these animals in their environments and talk about how these characteristics help it survive in its environment.

- **Suggestions:** *Go for a walk and talk about how dogs, birds, or cats that you see are alike and different. Encourage your child to draw and label the body parts of the animals observed.*

**The Nature of Science:** Students make accurate descriptions to help them communicate their ideas. They work together and share observations.

- **Suggestions:** *See how long it takes for a flower to bloom. Have your child describe what he/she sees.*

## English Language Development

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If your student is identified as an English language learner, you will find an English Language Development (ELD) section in the Progress Report. You will also receive an additional ELA Parent Guide.

# Parent Guide to Standards- Based Reporting

## Grade 1

Denver Public Schools