

	1	2	3	4
SOCIAL STUDIES				
Effort				

	1	2	3	4
SCIENCE				
Effort				

	1	2	3	4
ART				
Effort				

	1	2	3	4
MUSIC				
Effort				

	1	2	3	4
PHYSICAL EDUCATION				
Effort				

	1	2	3	4
COMPUTER				
Effort				

	1	2	3	4

	1	2	3	4

SIGNATURE OF PARENT OR GUARDIAN:

First Quarter: _____

Second Quarter: _____

Third Quarter: _____

CHECK IF DESIRED:	1	2	3
CONFERENCE REQUESTED BY TEACHER			
CONFERENCE REQUESTED BY PARENT			

ATTENDANCE	1	2	3	4	TOTAL
Number of Days					
Days Present					
Days Absent					
Times Tardy					

Comments:

Grade Assignment Next Year

PROMOTED TO GRADE _____

RETAINED IN GRADE _____

PLACED IN GRADE _____

TEACHER'S SIGNATURE DATE



Archdiocese of Indianapolis

GRADE 1 STUDENT REPORT CARD

NAME _____

GRADE _____ YEAR _____

SCHOOL _____

HOMEROOM TEACHER _____

PRINCIPAL _____

MISSION STATEMENT FOR CATHOLIC SCHOOLS

Catholic schools in the Archdiocese of Indianapolis operate as an extension of the family to unite faith and educational excellence through Gospel values, high educational standards, prayer, and sacraments. The archdiocesan Catholic schools accomplish this educational mission through the responsible use of resources generously shared by the parents, faculty, parishioners, and the larger community.

EXPLANATION OF MARKING SYSTEM

ACHIEVEMENT

A = 95-100
B = 86-94
C = 76-85
D = 70-75
F = 69 or below

O = Outstanding
S = Satisfactory
U = Unsatisfactory

CODE FOR EFFORT, SKILLS

1 = Very Good
2 = Satisfactory
3 = Needs Improvement
4 = Effort Lacking

CODE FOR WORK HABITS, PERSONAL & SOCIAL BEHAVIOR

- Outstanding
 - Indicates Satisfactory Progress
 - Indicates Improvement Needed

	1	2	3	4
RELIGION				
Effort				
Christian attitudes and values				
Reverent during prayer and religious services				
Class participation				

	1	2	3	4
WORK HABITS				
Works independently				
Uses time wisely				
Organizes self and materials				
Works neatly and accurately				
Follows directions				
Begins assigned work on time				
Completes assigned work on time				
Stays on task				
Listens attentively to adults and peers				
Takes responsibility for home/school communication <i>(includes returning library books each week)</i>				

	1	2	3	4
PERSONAL AND SOCIAL BEHAVIOR				
Respects rules and authority				
Exhibits acceptable behavior in the				
classroom				
playground				
restroom				
cafeteria				
Cooperates with others				
Has confidence in own ability				
Self-discipline				

	1	2	3	4
CONDUCT GRADE				

Indicates present reading level

	1	2	3	4
READING				
I Pre-emergent				
II Emergent				
III Early				
IV Fluent				
Reads with fluency and expression				
Identifies basic vocabulary				
Comprehension				
Skills and concepts				

	1	2	3	4
PHONICS				
Effort				
Letter recognition				
Sound recognition				
Combining sounds				

	1	2	3	4
SPELLING				
Effort				
Assigned words and skills				
Transfers spelling skills				

	1	2	3	4
<input checked="" type="checkbox"/> Indicates present writing level				
DEVELOPING WRITER				
Effort				
Uses pictures to communicate				
Uses letters to represent words				
Just copies words				
Invents spelling of words, uses phonetic clues				
Makes transition to correct spelling				
Is able to write using proper sentence structure <i>(capitalization, punctuation, usage)</i>				
Writes a story with beginning, middle, and end				

	1	2	3	4
HANDWRITING				
Effort				
Forms letters and numbers correctly				
Reversals _____				
Writes neatly in daily work				
Spaces words correctly				

	1	2	3	4
MATHEMATICS				
Effort				
Knowledge of basic skills and concepts				
Application of skills and concepts				
Problem solving				
Computes accurately in:				
Addition				
Subtraction				

STAGES OF READING Pre-emergent

Listens to stories
Recognizes own name and familiar labels and signs
Retells a story
Imitates reading (pretends to read)
Shows little knowledge of the alphabet and its function
Begins to make meaningful predictions

Emergent

Repeats familiar verses and stories
Realizes that words are separated by spaces
Learns that print moves left to right and top to bottom
Uses pictures to predict text
Knows print has meaning
Shows a desire to read print
Matches some letters with sounds
Uses a limited sight vocabulary

Early

Reads predictable or familiar text independently
Uses picture clues to predict text and obtain meaning
Uses letter-sound relationships with meaning clues to read new words
Increases sight vocabulary
Understands what is read
Reads for pleasure

Fluent

Reads silently for increasing lengths of time
Summarizes main idea and details
Reads fluently with expression
Self-corrects own reading based on meaning
Uses punctuation to enhance meaning
Identifies different types of literature
Uses strategies of predicting, confirming, self-correcting and phonics
Increases reading vocabulary
Uses reading as a tool for learning