



NORTH SLOPE BOROUGH SCHOOL DISTRICT

ALAK SCHOOL (907-763-7800)  
PRINCIPAL: JENNY CAPPS  
1ST GRADE REPORT CARD  
SCHOOL YEAR: 2024-2025



EXAMPLE, SHAWN HUNTER  
STUDENT ID: 40404040

ATTENDANCE	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRESENT	0	--	--	--
ABSENT	0	--	--	--
TARDY	0	--	--	--
ATTENDANCE RATE	0.00%	--	--	--

BENCHMARK DATA	BEGINNING OF THE YEAR	MIDDLE OF THE YEAR	END OF THE YEAR
mClass			

TEACHER COMMENTS

ILISAURRI:

QUARTER 1:

QUARTER 2:

QUARTER 3:

QUARTER 4:

TEACHER:

QUARTER 1:

QUARTER 2:

QUARTER 3:

QUARTER 4:

IÑUPIAQ LANGUAGE SCORE CODES - Levels determined by NSBSD Iñupiaq Language Program Scope & Sequence. Students' language progression is determined by mastery of all components within each level.							
NYO	NOT YET OBSERVED This skill has not yet been observed.	L3	LEVEL 3 Iñupiatun Iłisaaksravut Isagurvium Pinayua				
E	EMERGING Student is developing mastery.	L4	LEVEL 4 Iñupiatun Iłisaaksravut Isagurvium Sisamaña				
L1	LEVEL 1 Iñupiatun Iłisaaksravut Isagurvik Sivulliq	L5	LEVEL 5 Iñupiatun Iłisaaksravut Isagurvium Tallimaña				
L2	LEVEL 2 Iñupiatun Iłisaaksravut Isagurvik Tuglia	L6	LEVEL 6 Iñupiatun Iłisaaksravut Isagurvium Itchaksraña				
IÑUPIAQ LANGUAGE			Q1	Q2	Q3	Q4	
Demonstrates mastery of common Iñupiaq language <b>questions</b> through ...							
Demonstrates mastery of common Iñupiaq language <b>commands</b> through ...							
Demonstrates mastery of common Iñupiaq language <b>house commands</b> through ...							
Demonstrates mastery of productive Iñupiaq language <b>IVALU units</b> through ...							

GRADE LEVEL STANDARDS SCORE CODES						
4	ADVANCED	The student meets the standards and demonstrates the mastery of the knowledge and skills on a range of complex grade-level content.				
3	PROFICIENT	Student meets the standards and demonstrates the mastery of the knowledge and skills of most grade-level content.				
2	APPROACHING PROFICIENCY	The student partially meets the standards and may have gaps in knowledge and skills, but he or she is approaching mastery of some grade-level content.				
1	NEEDS SUPPORT	The student may partially meet the standards but needs support to master the knowledge and skills of current grade-level content.				
N/A	NOT YET OBSERVED	The standard was not addressed this quarter, and the student was not present enough to assess accurately.				
ENGLISH LANGUAGE ARTS - READING		Q1	Q2	Q3	Q4	
Demonstrate understanding of spoken words, syllables, and sounds.						
Know spelling and sounds for common digraphs (e.g., sh, th, ph).						
Know “final e” (e.g. made) and vowel teams to represent vowel sounds (e.g. boat, eat).						
Correctly read words with inflectional endings (e.g., -s, -ed, -ing).						
Read grade-appropriate irregularly spelled words.						
Read grade-level text with accuracy and fluency to support comprehension.						
Ask and answer questions about the key details in a text (fiction and non-fiction).						
Retell stories with key details and identify the message of the story.						
Describe characters, settings, and major events in a story.						
Explain the major differences between books that tell stories and books that give information.						
Identify the main topic and retell key details of a text.						

ENGLISH LANGUAGE ARTS - READING (CONTINUED)	Q1	Q2	Q3	Q4
Know and use various text features (e.g., Headings, Tables of Contents, Diagrams, Labels, Glossaries) to locate key facts or information in a text.				
With prompting and support, read grade-level text.				
ENGLISH LANGUAGE ARTS - WRITING	Q1	Q2	Q3	Q4
Write an opinion piece with an introduction, opinion, supporting reason, and conclusion.				
Write an informative paper with a topic, facts, and an ending sentence.				
Write a narrative story with events placed in the correct order and provide a sense of closure.				
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing.				
Work with others to write about a research topic.				
Demonstrate command of capitalization, punctuation, and spelling when writing (e.g., capitalize dates and names of people, spell new words phonetically, and use known spelling rules, etc.).				
ENGLISH LANGUAGE ARTS - LANGUAGE	Q1	Q2	Q3	Q4
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (e.g., use of nouns, verbs, adjectives, pronouns, prepositions, conjunctions, etc.).				
Determine the meaning of unknown and multiple-meaning words and phrases using context clues, prefixes, suffixes, and root words.				
Use new words and phrases when speaking, reading, and writing.				
ENGLISH LANGUAGE ARTS - SPEAKING AND LISTENING	Q1	Q2	Q3	Q4
Participate in small and large group conversations, follow agreed-upon rules for discussion, build on others' ideas, and ask questions to clear up confusion.				
Use details to produce complete sentences to express ideas and feelings clearly.				
MATHEMATICS	Q1	Q2	Q3	Q4
Model and solve addition and subtraction word problems using objects, drawings, and equations with unknown numbers in different positions.				
Show that changing the order of the numbers does not change the answer for addition problems (e.g. $2+3+1=5+1=6$ or $8+3=11$ is the same as $3+8=11$ ).				
Add and subtract within 20, using known strategies.				
Demonstrate fluency for addition and subtraction within 20.				
Understand the meaning of the equal sign, and determine if the equations involving addition and subtraction are true or false (e.g. $4+3=5+2$ ).				
Determine the unknown whole number in an addition or subtraction equation when two of the three numbers are given ( $8+?=11$ , $5=?-3$ , $6+6=?$ ).				
Count to 120, starting at any number less than 120. Read and write any number up to 120, representing the number of objects with the written number.				
Determine when and explain why a two-digit number is greater than, less than, or equal to another two-digit number, and record the comparison using the symbols $>$ , $<$ , and $=$ .				
Use concrete models or drawings to add within 100 without regrouping.				
Subtract a multiple of 10 from a multiple of 10 using concrete models or drawings and strategies based on place value. (e.g. $80-20$ , $50-30$ ).				
Order three objects by length; compare the lengths of two objects indirectly by using a third object.				
Tell and write time in hours and half hours using analog and digital clocks.				

MATHEMATICS (CONTINUED)	Q1	Q2	Q3	Q4
Organize, represent, and interpret data with up to three categories.				
Create new shapes using two-dimensional and three-dimensional shapes.				
Describe the equal parts of a circle and rectangle with words (halves, fourths, and quarters).				
SCIENCE	Q1	Q2	Q3	Q4
Describe how sound and light interact with objects.				
Describe how young plants and animals survive in their habitat?				
Use observations of the sun, moon, and stars to describe patterns that can be predicted.				
PHYSICAL EDUCATION	Q1	Q2	Q3	Q4
Be actively engaged and participate.				
Demonstrate competency in motor skills and movement patterns.				
MUSIC	Q1	Q2	Q3	Q4
Participates appropriately.				
SOCIAL-EMOTIONAL SKILLS	Q1	Q2	Q3	Q4
Contribute to the success of the group.				
Encourages others to contribute and participate.				
Follows directions.				
Listens attentively.				
Takes responsibility for choices and actions.				
Follows school routines and expectations.				
Demonstrates respect for others, materials, and learning environment.				
Makes appropriate transitions between activities.				
Works toward resolving conflicts.				
Respect the opinions and feelings of others.				
Problem solves to find answers, solutions, and compromises.				
Displays a growth mindset.				

REPORT CARDS SERVES AS A MEASURE OF EACH CHILD'S PROGRESS BASED ON THE TEACHER'S MOST ACCURATE ESTIMATE OF THE STUDENT'S PERFORMANCE AND BEHAVIOR. PLEASE CONTACT YOUR CHILD'S TEACHER IF YOU HAVE QUESTIONS OR CONCERNS.

PLACEMENT FOR NEXT SCHOOL YEAR: \_\_\_\_\_

\_\_\_\_\_  
PARENT SIGNATURE

\_\_\_\_\_  
TEACHER SIGNATURE