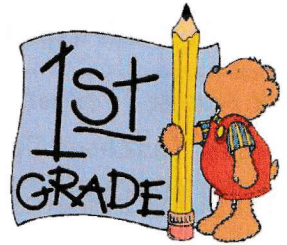


Cherokee County  
School District

Grade 1  
Standards-Based Report Card  
Second Nine Weeks



**English Language Arts**

**Student should be able to:**

- Identify parts of a sentence including first word, capital letter, ending punctuation.
- Tap out single syllable words to read and spell including sh, wh, ch, th, ck digraphs and plural s.
- Independently reads and comprehends at a Level E
- Ask and answer who, what, when, why, where and how questions in literary and informational text.
- Retell stories in sequence to include a beginning, middle, and end in fiction texts.
- Retell 3 key details in informational texts.
- Identify the main idea in informational texts.
- Give two differences and one similarity between individuals, events, ideas or pieces of information in a text.
- Identify fiction and non-fiction text.
- Identify and use heading, table of contents, and captions to locate key facts and information.
- Give two differences and one similarity between characters in two different stories.
- Identify similarities and differences between two texts on the same topic.
- Write a personal narrative that includes an opening sentence, two details, and a closing sentence.
- Write an informational piece that includes a topic sentence, two supporting facts, and a closing sentence.
- Write an opinion piece that includes stated opinion, two supporting reasons, and a closing sentence.
- Write all upper- and lower-case letters with correct line spacing and formation.
- Use spaces between words in writing.
- Capitalize names and dates.
- Use commas for dates.
- Use proper, common, singular and plural nouns.
- Use appropriate personal pronouns while speaking.
- Use adjectives.
- Use punctuation to end sentences in writing.
- Spell three- and four-letter CVC words and previously taught sight words.
- Participate in conversations and class discussions.

**Mathematics**

**Student should be able to:**

- Add and subtract to solve word problems within 15.
- Add and subtract fluently within 15.
- Use manipulatives and various strategies to justify their answers.
- Understand place value (tens and ones).
- Understand place value (teen numbers 11-19).

**Science**

**Student should be able to:**

- Plan and carry out simple investigations.
- Follow science safety rules.
- Compare and contrast basic needs of plants and animals.
- Understand that plants and animals change depending on seasons and weather conditions.

**Social Studies**

**Student should be able to:**

- Locate the 7 continents and the 4 oceans.
- Identify contributions made, influences on the time period and character traits of Thomas Jefferson, Meriwether Lewis and William Clark with Sacagawea, and Ruby Bridges.
- Identify similarities and differences between the lives of these historical figures and oneself in present day.

Student Name: Fremer, Faith Evangeline

Student ID: 167358

Homeroom Teacher: Cain, M

GTID: 7326563907

**Academic Performance on Grade Level Georgia Standards of Excellence**

3	Performance consistently meets or exceeds standard, and student consistently produces quality work (grade level expectation by year's end).
2	Performance is approaching standard, and student applies learned skills with some teacher support.
1	Performance is below standard, and student needs additional support and frequent reteaching.
	Not Assessed this Quarter

ENGLISH LANGUAGE ARTS					ENGLISH LANGUAGE ARTS (Continued)					Class Participation/Conduct for Art, Music, and Physical Education																	
Reading Foundational					Q1	Q2	Q3	Q4	Speaking and Listening					Q1	Q2	Q3	Q4	Behaviors that Support School Success									
Understands the organization and basic features of print (RF1)					1	1			Participates in conversation about first grade topics and texts with peers and adults in both small and large groups (SL1)					1	1			<b>3 = Satisfactory</b> <b>2 = Needs Improvement</b> <b>1 = Unsatisfactory</b>									
Understands spoken words, syllables, and sounds (RF2)					1	1			Asks and answers questions to seek help, get information, or deepen understanding (SL2)					1	1			Art Class Participation					3	3			
Recognizes and applies grade-level phonics and word analysis skills in decoding (RF3)					1	1			<b>MATHEMATICS</b> <b>Strategies for addition and subtraction within 20</b>					<b>3 = Consistently Demonstrates</b> <b>2 = Developing</b> <b>1 = Area of Concern</b>													
Reads grade level text with sufficient accuracy and fluency to support comprehension (RF4)					1	1								<b>Q1 Q2 Q3 Q4</b> Represents and solves word problems involving addition and subtraction (OA.1)					Art Conduct					3	3		
<b>Reading Literary and Informational</b>					<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Understanding number relationships and place value</b>					<b>Q1 Q2 Q3 Q4</b> Applies properties of operations and other strategies to add and subtract (OA.6)					Music Class Participation								
Asks and answers questions about key details in a text (RL1, RI1)					1	1			Counts to 120, starting at any number less than 120 (NBT.1)					<b>Q1 Q2 Q3 Q4</b> Uses place value to add within 100 (a 2 digit plus a 1 digit and a 2 digit plus a multiple of 10) (NBT.4)					Music Conduct								
Retells stories, including key details, and demonstrates understanding of their central message, lesson, or main ideas (RL2, RI2)					1	1			Understands place value as tens and ones (NBT.2)					<b>Q1 Q2 Q3 Q4</b> Tells and writes time in hours and half-hours using analog and digital clocks (MD.3)					Physical Education Class Participation					3	3		
Describes the connection between two individuals, events, ideas, or pieces of information in a text (RI3)						1			<b>Measurement and Data</b>					<b>Q1 Q2 Q3 Q4</b> Composes 2D and 3D shapes to create new shapes (G2)					Physical Education Conduct					3	3		
Describes the major difference between fiction and nonfiction texts and know various text features (RL5, RI5)						1			<b>Geometry</b>					<b>Q1 Q2 Q3 Q4</b> Partitions circles and rectangles into halves and fourths (G3)					<b>3 = Consistently Demonstrates</b> <b>2 = Developing</b> <b>1 = Area of Concern</b>								
Compares and contrasts the adventures/experiences of characters in stories (RL9)					1	1			<b>SCIENCE</b>					<b>Q1 Q2 Q3 Q4</b> Earth, Space, Physical and Life Science concepts					<b>Q1 Q2 Q3 Q4</b> Completes task in a timely manner					1	1		
Identifies basic similarities and differences between two texts on the same topic (RI9)						1			<b>SOCIAL STUDIES</b>					<b>Q1 Q2 Q3 Q4</b> Historical, Geographic, Government/Civic, and Economic understandings					<b>Q1 Q2 Q3 Q4</b> Demonstrates organizational skills					1	1		
<b>Writing</b>					<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>SCIENCE</b>					<b>Q1 Q2 Q3 Q4</b> Works independently					<b>Q1 Q2 Q3 Q4</b> Follows directions/rules					1	1		
Writes opinion pieces with topic introduction, supportive reason, and closure (W1)						1			<b>SOCIAL STUDIES</b>					<b>Q1 Q2 Q3 Q4</b> Stays on task					<b>Q1 Q2 Q3 Q4</b> Completes assignments					1	1		
Writes informative texts naming a topic, supplying facts, and closure (W2)						1			<b>SOCIAL STUDIES</b>					<b>Q1 Q2 Q3 Q4</b> Exercises self-control					<b>Q1 Q2 Q3 Q4</b> Accepts responsibility for own actions					1	1		
Writes narratives and sequenced, detailed events, and closure (W3)					1	1			<b>SOCIAL STUDIES</b>					<b>Q1 Q2 Q3 Q4</b> Shows respect for self/others/property					<b>Q1 Q2 Q3 Q4</b> Works cooperatively and plays well with others					1	1		
<b>Language</b>					<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>SOCIAL STUDIES</b>					<b>Q1 Q2 Q3 Q4</b> Listens/speaks appropriately with peers and adults					<b>Q1 Q2 Q3 Q4</b> Displays motivation for learning					1	1		
Demonstrates command of the conventions of standard English grammar and usage when writing and speaking (L1)					1	1			<b>SOCIAL STUDIES</b>					<b>Q1 Q2 Q3 Q4</b> Shows respect for self/others/property					<b>Q1 Q2 Q3 Q4</b> Listens/speaks appropriately with peers and adults					1	1		
Demonstrates command of conventions of standard English capitalization, punctuation, and spelling when writing (L2)					1	1			<b>SOCIAL STUDIES</b>					<b>Q1 Q2 Q3 Q4</b> Shows respect for self/others/property					<b>Q1 Q2 Q3 Q4</b> Listens/speaks appropriately with peers and adults					1	1		
Defines words by category and by one or more key attributes (L5b)						1			<b>SOCIAL STUDIES</b>					<b>Q1 Q2 Q3 Q4</b> Shows respect for self/others/property					<b>Q1 Q2 Q3 Q4</b> Listens/speaks appropriately with peers and adults					1	1		
Distinguishes shades of meaning among verbs and adjectives differing in manner or intensity (L5d)									<b>SOCIAL STUDIES</b>					<b>Q1 Q2 Q3 Q4</b> Shows respect for self/others/property					<b>Q1 Q2 Q3 Q4</b> Listens/speaks appropriately with peers and adults					1	1		

**Teacher Comments**

This student is on the GAA track which is adapted curriculum.

**End-of-Year Placement Information**

Promoted to 2nd Grade
Placed in 2nd Grade
Retained in 1st Grade

## IEP Progress Report

Duration of the Special Education and Related Services From: 03/17/2021 To:03/16/2022

Student: Faith Evangeline  
Fremmer

ID: 167358

School: BES

DOB: 05/28/2015

Grade: 1st Grade

Date: 01/07/2022

Case Manager: Monica Cain

Guidance to interpret progress report:

- Each graph will print after the associated objective and may appear on a consecutive page.
- The graphed data for each objective will include data from the entire IEP cycle.
- The "current" field represents the student's current mastery level for the reporting period indicated.

**Annual Goal:** Faith will improve her communication skills to a more age appropriate level through the mastery of the following objectives.

**Reporting Period:** January

**School Year:** 2021

**Objective:** From a baseline of 0%, Faith will accurately identify verbs when presented with picture cards in 80% of opportunities across three sessions.

**Reporting Period:** January

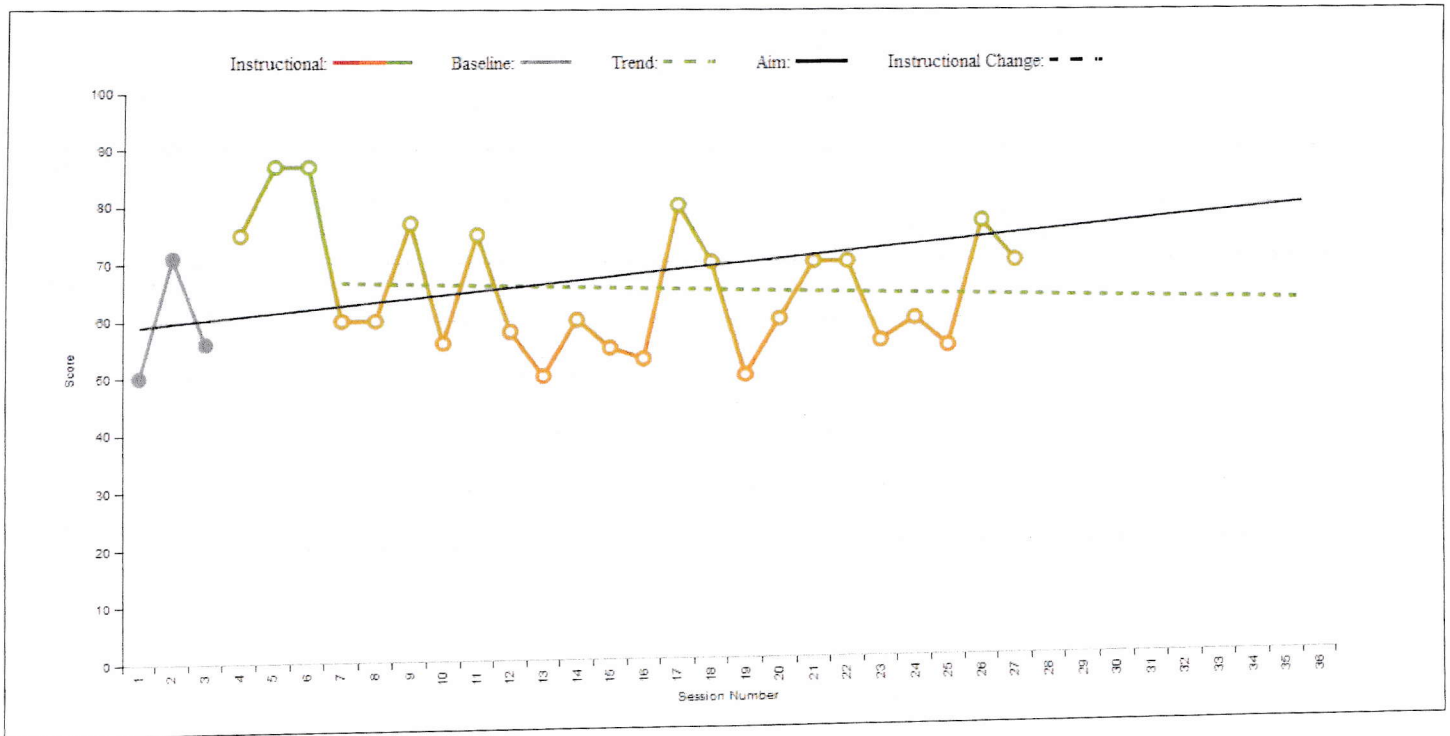
**Objective Status:** Progressing

**School Year:** 2021

**Comment:** Faith is working hard on increasing functional/common verbs vocabulary.

**Current:** 63.80

**Mastery Criteria:** 80





## IEP Progress Report

Duration of the Special Education and Related Services From: 03/17/2021 To:03/16/2022

Student: Faith Evangeline  
 Fremer  
 DOB: 05/28/2015  
 Case Manager: Monica Cain

ID: 167358  
 Grade: 1st Grade

School: BES  
 Date: 01/07/2022

**Objective:** From a baseline of 10%, Faith will spontaneously produce the labels for common objects when presented with visual cues and the verbal prompt, "What is it?" with 70% accuracy across three sessions.

**Reporting Period:** January

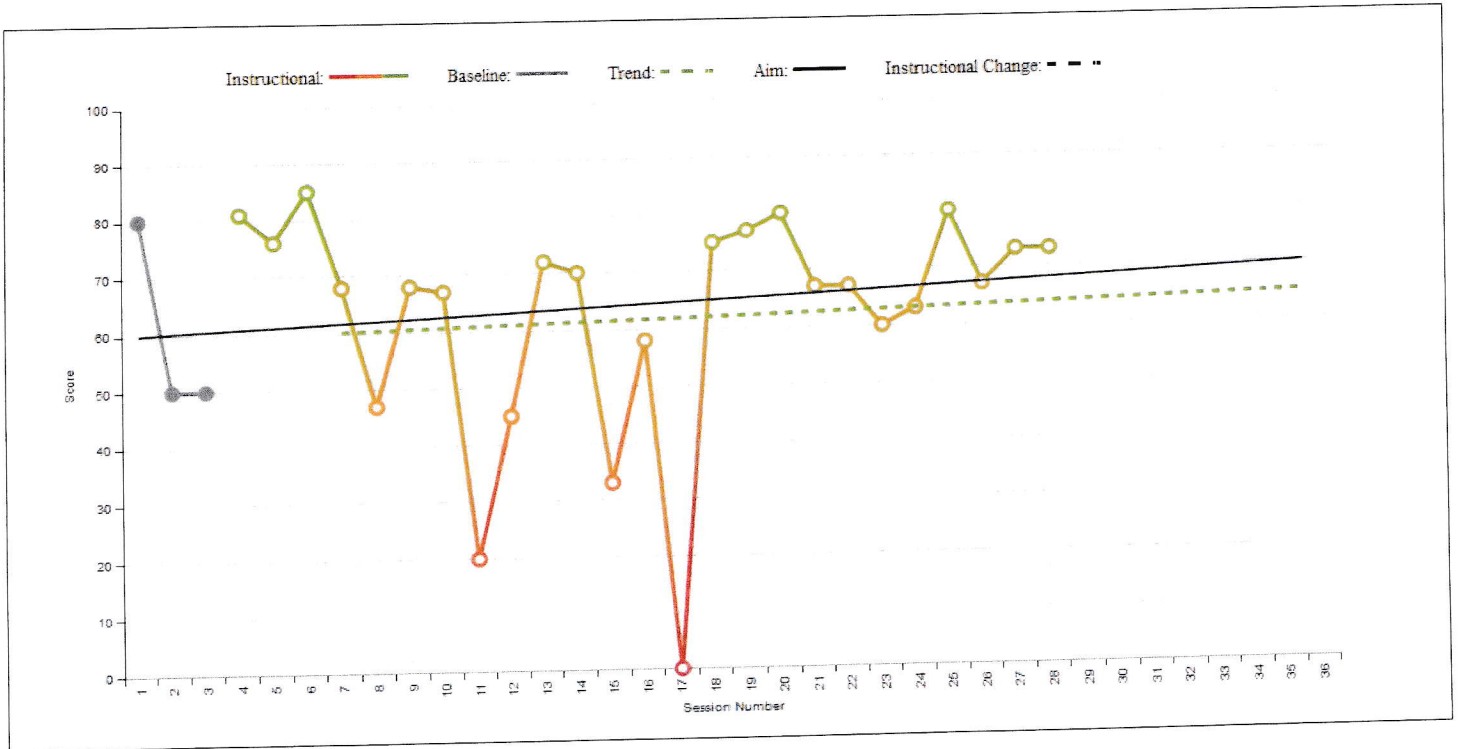
**Objective Status:** Progressing

**School Year:** 2021

**Comment:** Faith is working hard on increasing vocabulary verbal productions with verbal/visual cues.

**Current:** 70.70

**Mastery Criteria:** 70



## IEP Progress Report

Duration of the Special Education and Related Services From: 03/17/2021 To:03/16/2022

Student: Faith Evangeline

ID: 167358

School: BES

Fremer

DOB: 05/28/2015

Grade: 1st Grade

Date: 01/07/2022

Case Manager: Monica Cain

**Objective:** From a baseline of 0%, Faith will spontaneously say or use her AAC device to produce the carrier phrase "I want." to make her requests known to others in 75% of opportunities across three sessions.

**Reporting Period:** January

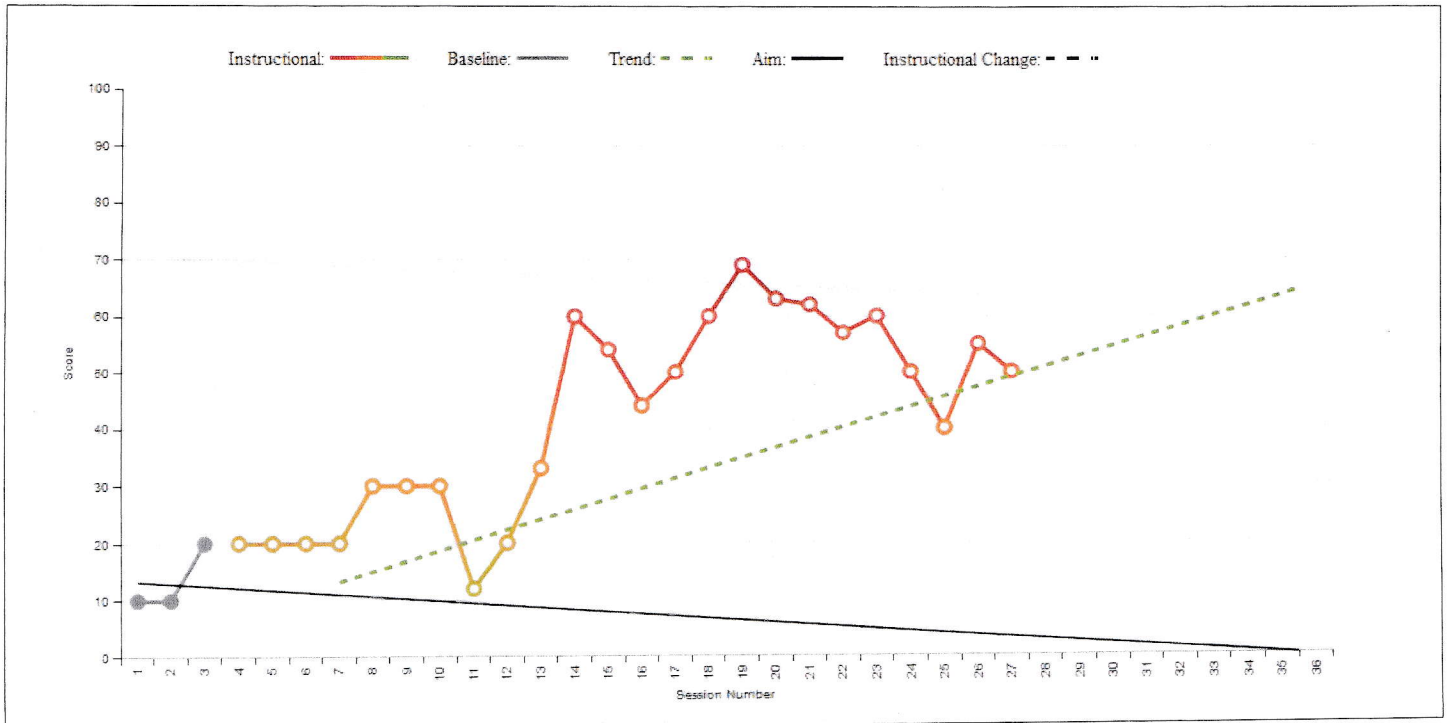
**Objective Status:** Progressing

**School Year:** 2021

**Comment:** Faith is increasing requests with visual/verbal cues on AAC

**Current:** 56.22

**Mastery Criteria:** 75



## IEP Progress Report

Duration of the Special Education and Related Services From: 03/17/2021 To:03/16/2022

Student: Faith Evangeline  
 Fremer  
 DOB: 05/28/2015  
 Case Manager: Monica Cain

ID: 167358  
 Grade: 1st Grade

School: BES  
 Date: 01/07/2022

**Objective:** Utilizing AAC device, Faith will increase her functional social language skills to answer 10 personal questions across her daily natural settings (i.e. "What is your name, Who is mom, who is dad, who are siblings, who is teacher, Therapists, Location (home/school/etc) from a baseline of 30%.

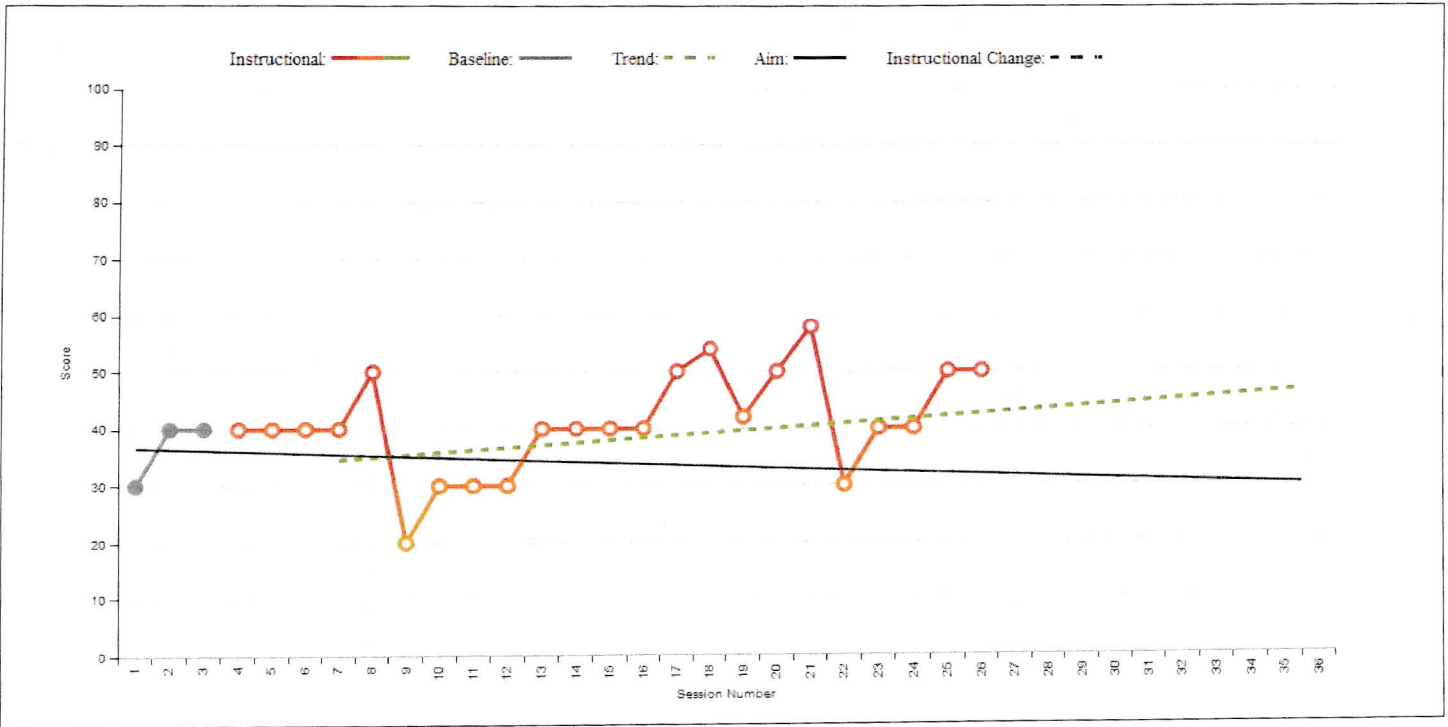
**Reporting Period:** January **Objective Status:** Progressing

**School Year:** 2021

**Comment:** Faith is increasing responses to personal questions via verbal/AAC device with verbal prompts/modeling.

**Current:** 46.00

**Mastery Criteria:** 70



## IEP Progress Report

Duration of the Special Education and Related Services From: 03/17/2021 To:03/16/2022

Student: Faith Evangeline  
Fremer

ID: 167358

School: BES

DOB: 05/28/2015

Grade: 1st Grade

Date: 01/07/2022

Case Manager: Monica Cain

**Annual Goal:** Faith will improve her adaptive skills to a more age appropriate level through the mastery of the following objectives.

**Reporting Period:** January

**School Year:** 2021

**Objective:** Faith will use words, picture exchange, sign or verbal approximations to request wants and needs as needed. With a baseline of 60% and a target of 80%

**Reporting Period:** January

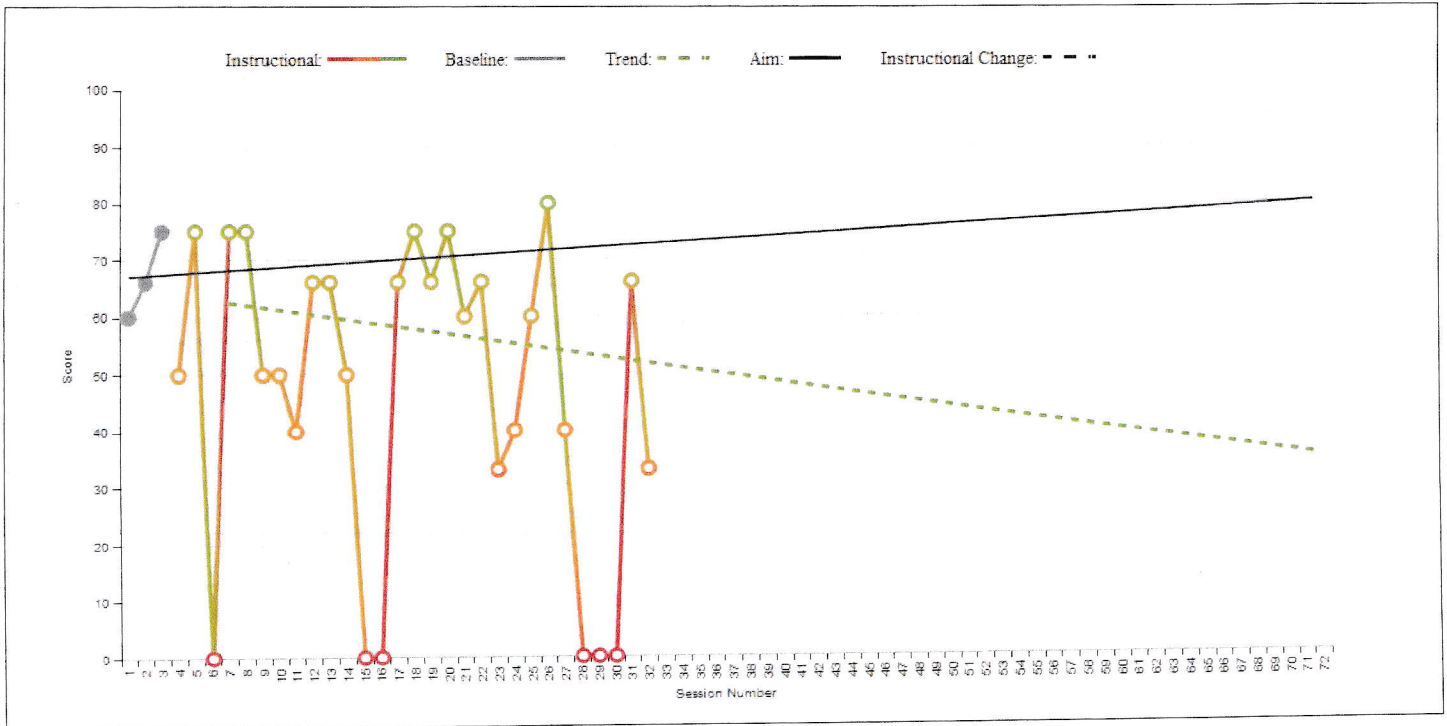
**Objective Status:** Not Progressing

**School Year:** 2021

**Comment:** Over the last 9 weeks, there has been a significant decrease in Faith's willingness to utilize pictures or words to communicate her needs even when pictures are provided for her to make a choice.

**Current:** 38.00

**Mastery Criteria:** 80





## IEP Progress Report

Duration of the Special Education and Related Services From: 03/17/2021 To:03/16/2022

Student: Faith Evangeline  
Fremer

ID: 167358

School: BES

DOB: 05/28/2015

Grade: 1st Grade

Date: 01/07/2022

Case Manager: Monica Cain

**Objective:** Faith will independently follow the hand washing routine after toileting with no more than 1 verbal prompt. (i.e. Prompting verbage: What comes next?) (i.e. Get soap from soap dispenser, turn water on, rub hands together while rinsing, pull paper towel lever 3X, rip paper towel fully out, dry hands, throw paper towel in trash) Baseline of a 62% and a target of 80%

**Reporting Period:** January

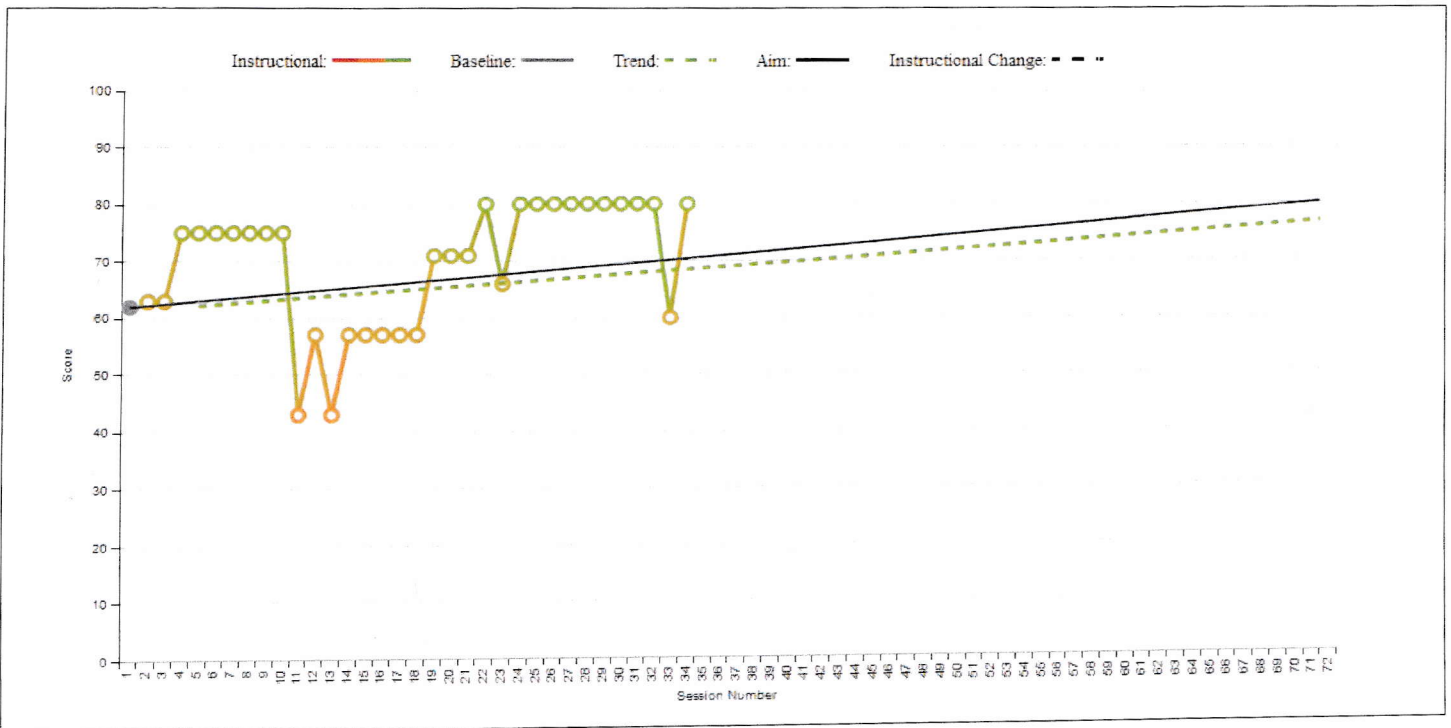
**Objective Status:** Progressing

**School Year:** 2021

**Comment:** Faith is progressing well with this goal but currently continues to require both verbal and physical prompting.

**Current:** 77.17

**Mastery Criteria:** 80



## IEP Progress Report

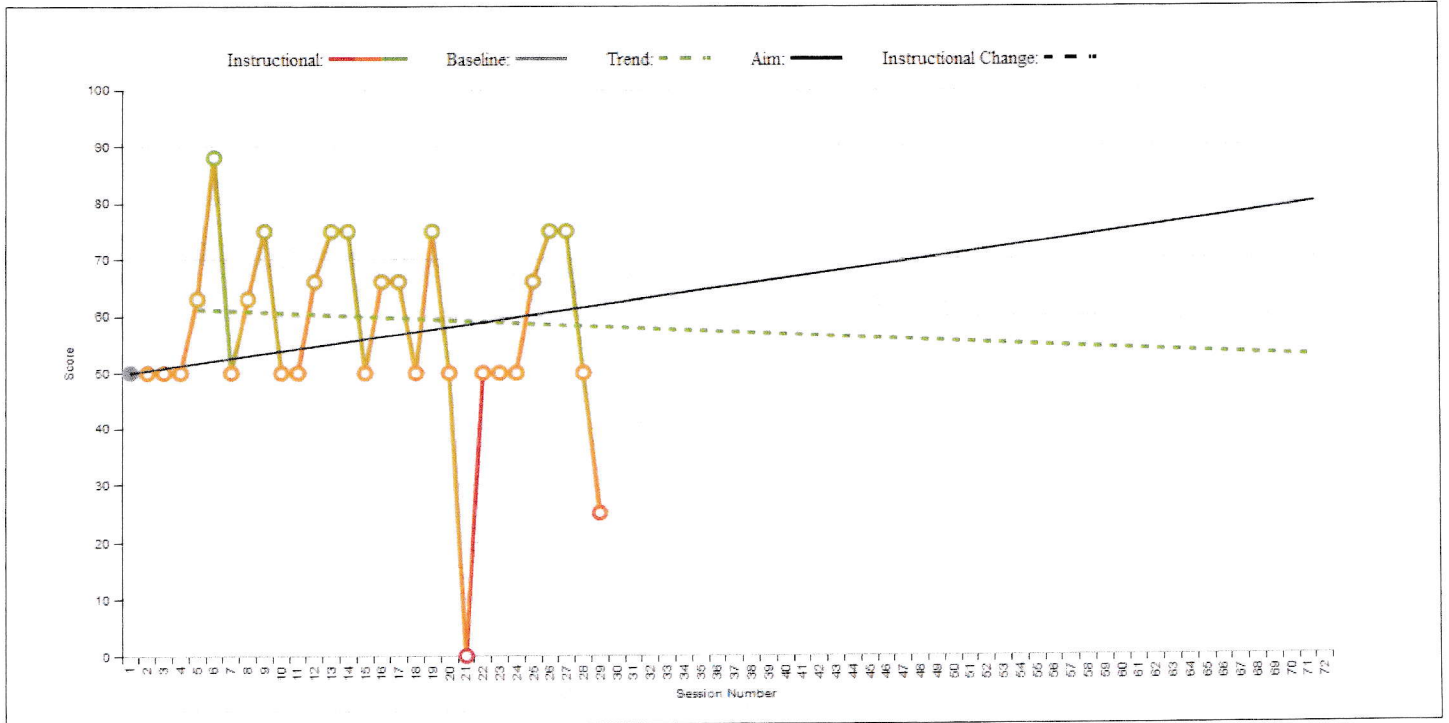
Duration of the Special Education and Related Services From: 03/17/2021 To:03/16/2022

Student: Faith Evangeline  
 Fremer  
 DOB: 05/28/2015  
 Case Manager: Monica Cain

ID: 167358  
 Grade: 1st Grade

School: BES  
 Date: 01/07/2022

<b>Objective:</b> Faith will use a visual schedule to follow classroom routines. With a baseline of 50% and a target of 80%.	
<b>Reporting Period:</b> January	<b>Objective Status:</b> Not Progressing
<b>School Year:</b> 2021	
<b>Comment:</b> Faith has had a decline in willingness to follow the classroom routine including work boxes, work with teacher, as well as other stations.	
<b>Current:</b> 49.10	
<b>Mastery Criteria:</b> 80	



## IEP Progress Report

Duration of the Special Education and Related Services From: 03/17/2021 To:03/16/2022

Student: Faith Evangeline  
 Fremer  
 DOB: 05/28/2015  
 Case Manager: Monica Cain

ID: 167358  
 Grade: 1st Grade

School: BES  
 Date: 01/07/2022

**Annual Goal:** Faith will improve her cognitive skills to a more age appropriate level through the mastery of the following objectives.

**Reporting Period:** January

**School Year:** 2021

**Objective:** Faith will select 5 pictures and will sort by categories according their use receptively and expressively when prompted with no more than one verbal prompt with 80% accuracy of observable opportunities and a baseline of 58%.

**Reporting Period:** January

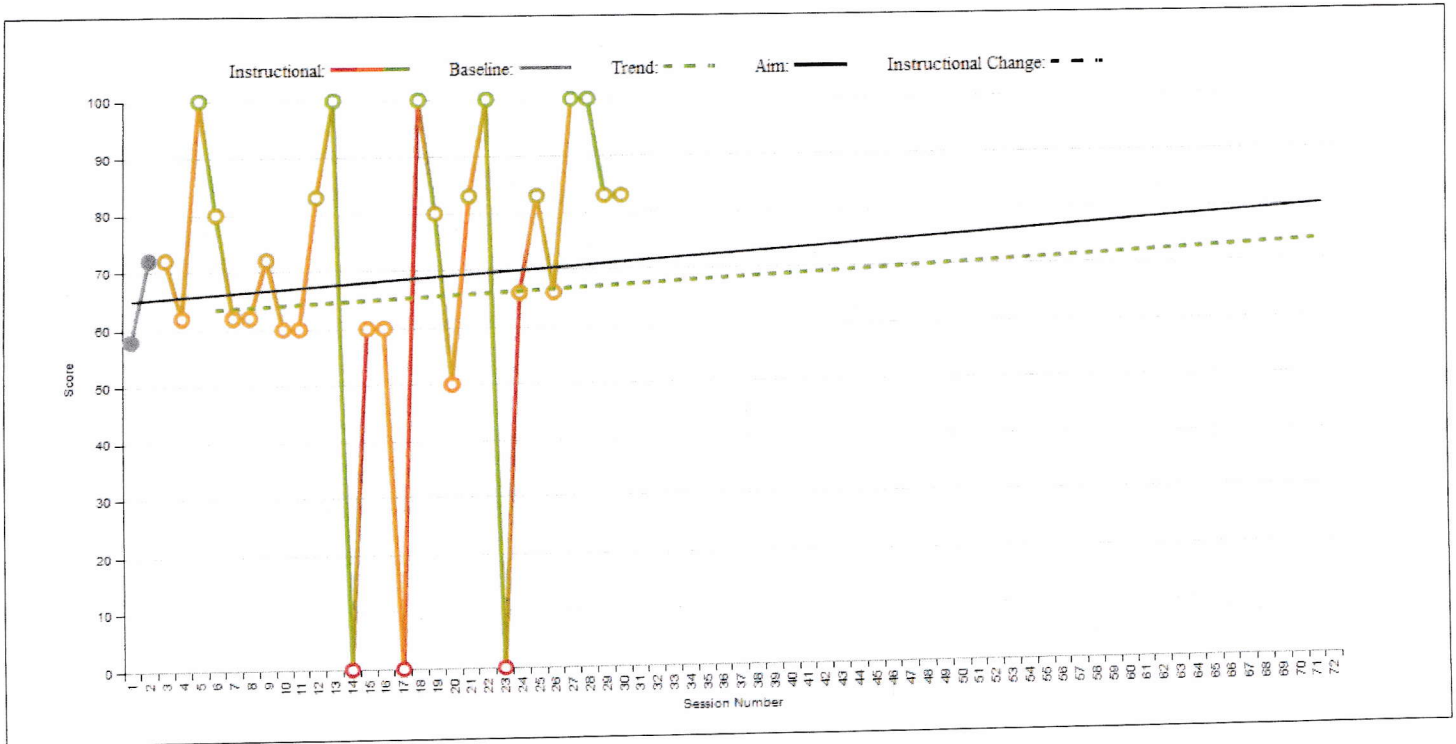
**Objective Status:** Progressing

**School Year:** 2021

**Comment:** Faith is capable of sorting into categories. However, her progress is dependent upon her mood and willingness to work. She has refused to participate on several occasions but continues to progress.

**Current:** 74.00

**Mastery Criteria:** 80



## IEP Progress Report

Duration of the Special Education and Related Services From: 03/17/2021 To:03/16/2022

Student: Faith Evangeline  
 Fremer  
 DOB: 05/28/2015  
 Case Manager: Monica Cain

ID: 167358  
 Grade: 1st Grade

School: BES  
 Date: 01/07/2022

**Objective:** When presented with a picture of an object, Faith will identify the corresponding word from a field of 3 to match the picture to the word with 80% accuracy and a baseline of 0%. (i.e. dog, bed, box, sun, pig, gum, map, pen, cat, kit)

**Reporting Period:** January

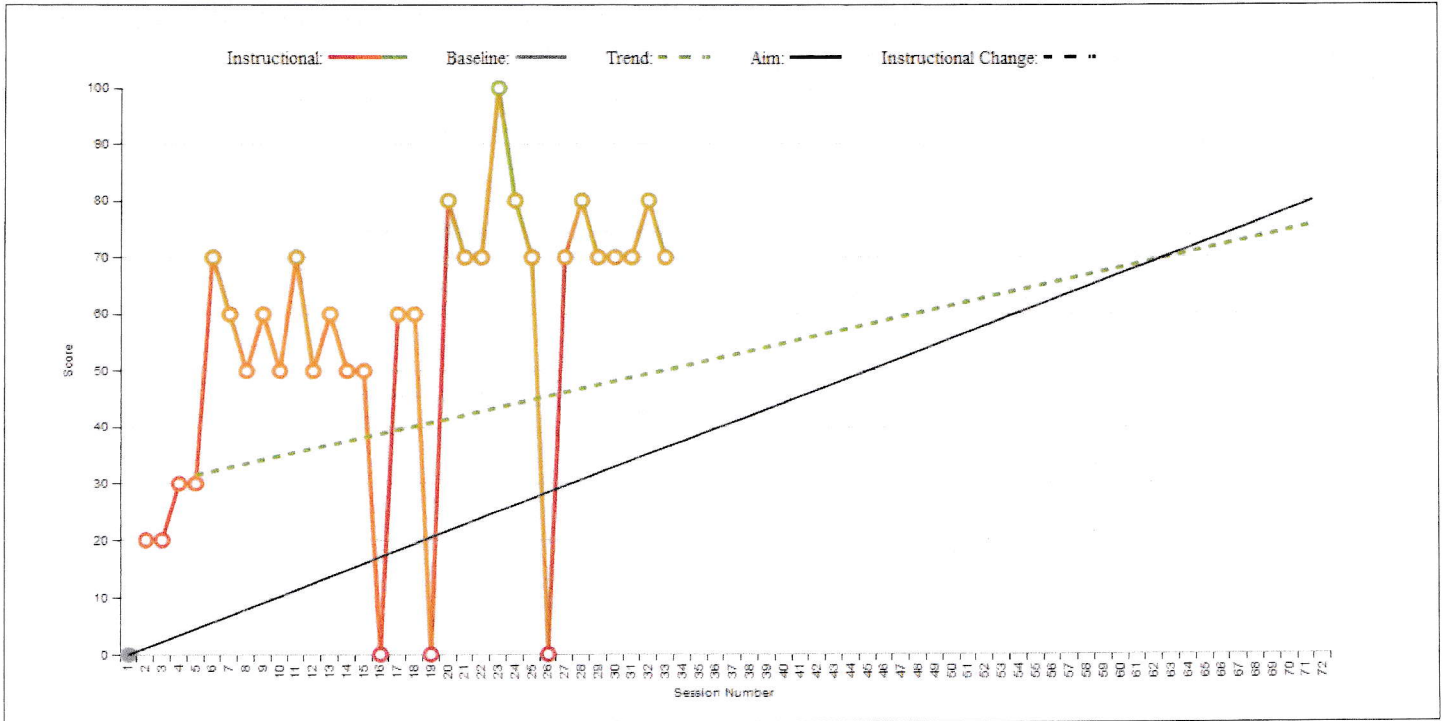
**Objective Status:** Progressing

**School Year:** 2021

**Comment:** Faith is doing very well with her goal of matching pictures to words from a field of 3.

**Current:** 69.09

**Mastery Criteria:** 80



## IEP Progress Report

Duration of the Special Education and Related Services From: 03/17/2021 To:03/16/2022

Student: Faith Evangeline  
Fremmer

ID: 167358

School: BES

DOB: 05/28/2015

Grade: 1st Grade

Date: 01/07/2022

Case Manager: Monica Cain

**Objective:** Faith will count sets of objects to 10 with one to one correspondence in 80% of observable opportunities with a baseline of 70%.

**Reporting Period:** January

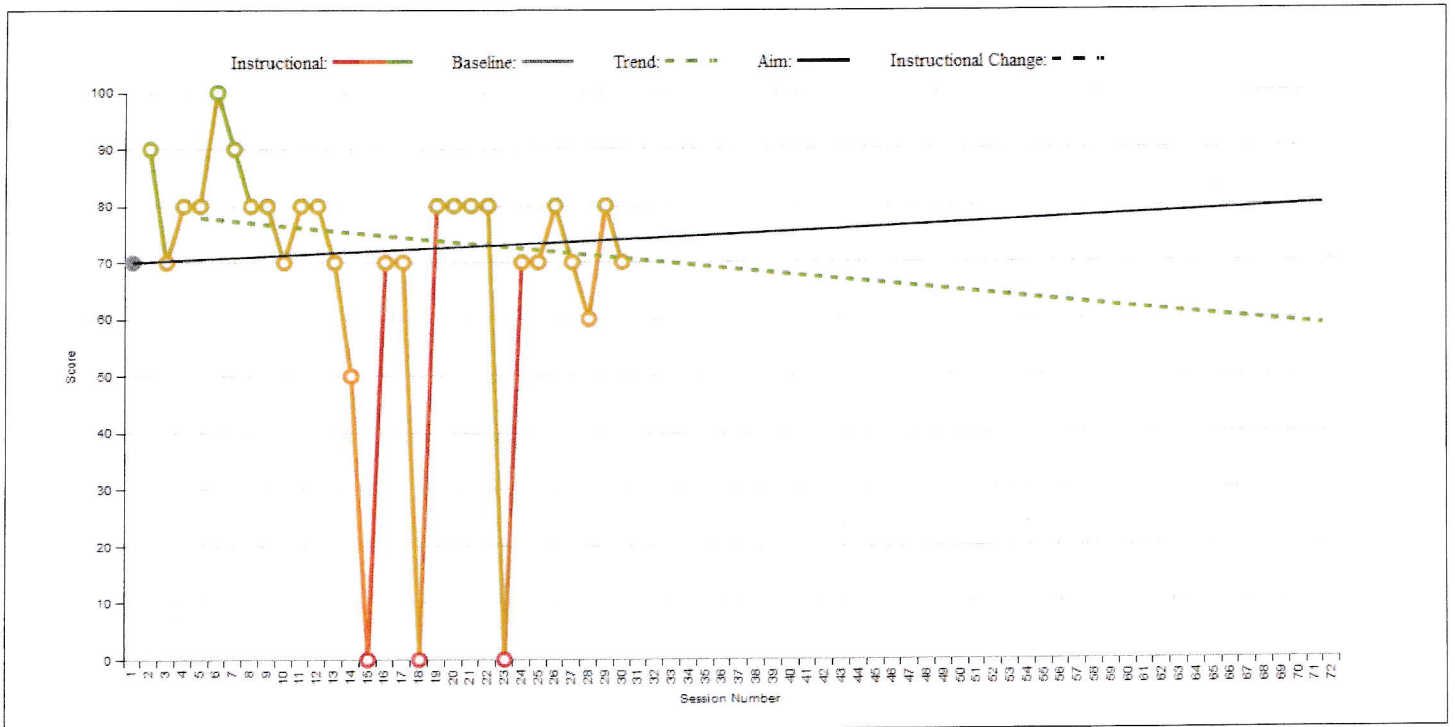
**Objective Status:** Not Progressing

**School Year:** 2021

**Comment:** Faith continues to show a decline in this goal since beginning of school year. She has either refused to participate with the data collection or has just pointed to the first number presented. However, her verbal approximations on this have shown much improvement.

**Current:** 66.00

**Mastery Criteria:** 80



## IEP Progress Report

Duration of the Special Education and Related Services From: 03/17/2021 To:03/16/2022

Student: Faith Evangeline  
 Fremer  
 DOB: 05/28/2015  
 Case Manager: Monica Cain

ID: 167358  
 Grade: 1st Grade

School: BES  
 Date: 01/07/2022

**Annual Goal:** Faith will improve her social skills to a more age appropriate level through the mastery of the following objectives.

**Reporting Period:** January

**School Year:** 2021

**Objective:** When provided opportunities for interaction, Faith will demonstrate cooperative play skills as demonstrated by sharing toys, taking turns, use of reciprocal language for a period of at least three minutes with no more than two visual/verbal prompts from a baseline of 30%.

**Reporting Period:** January

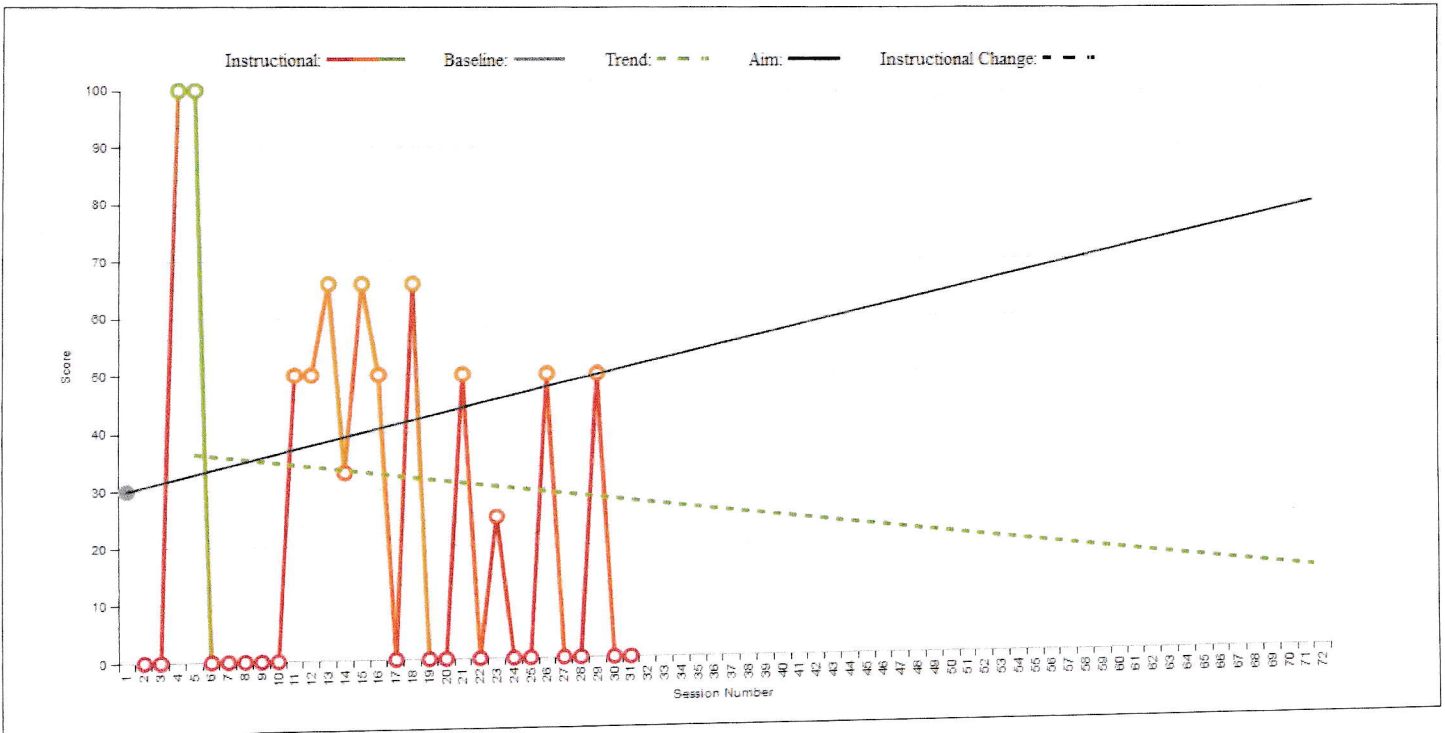
**Objective Status:** Not Progressing

**School Year:** 2021

**Comment:** We will continue to work on providing opportunities for more interaction and cooperative play with peers and staff alike.

**Current:** 13.89

**Mastery Criteria:** 80



## IEP Progress Report

Duration of the Special Education and Related Services From: 03/17/2021 To:03/16/2022

Student: Faith Evangeline  
Fremer

ID: 167358

School: BES

DOB: 05/28/2015

Grade: 1st Grade

Date: 01/07/2022

Case Manager: Monica Cain

**Objective:** When Faith is feeling frustrated, she will use her AAO (agent, action, object) communication board to request squeezes, pressure, and sensory breaks with no more than 2 prompts from a baseline of 10%.

**Reporting Period:** January

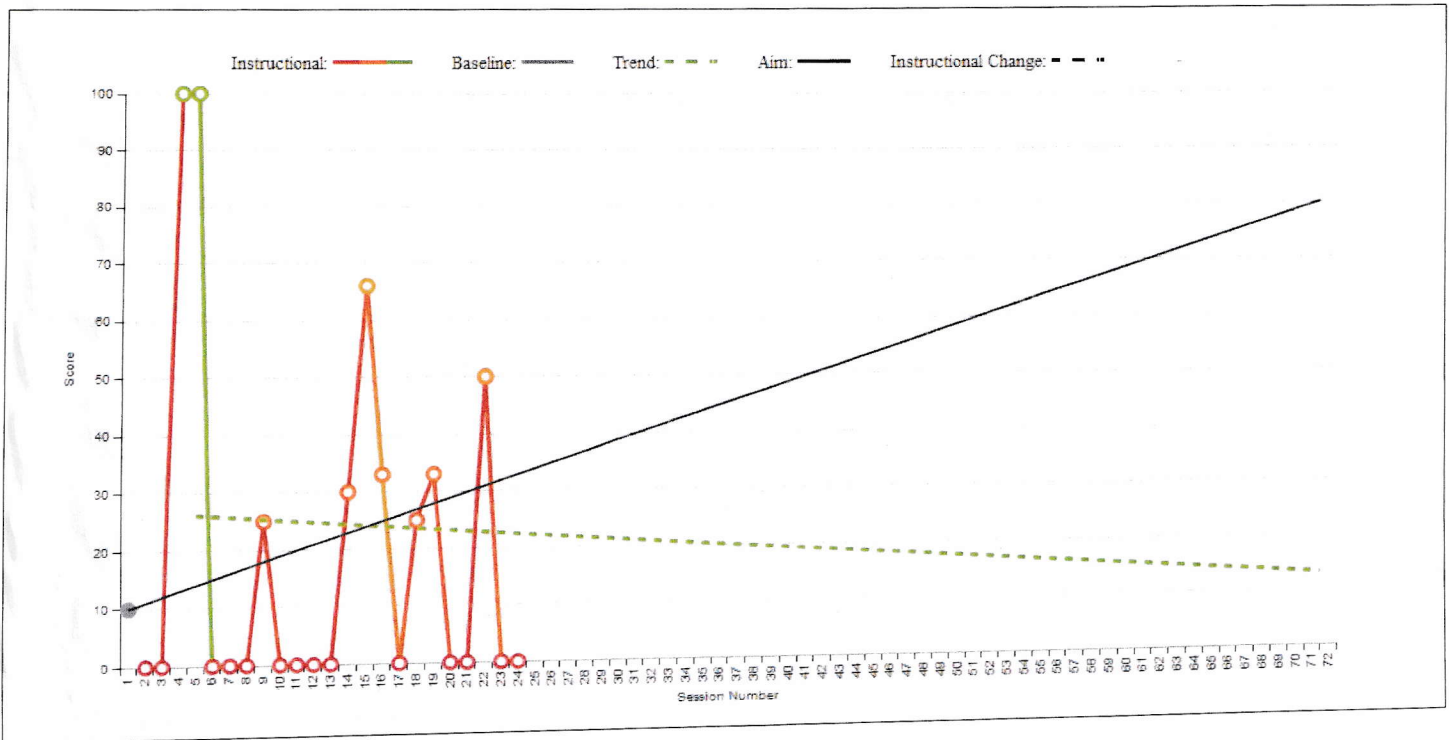
**Objective Status:** Progressing

**School Year:** 2021

**Comment:** Faith has started to indicate on a choice board when she needs to go to the sensory room which she had not done previously.

**Current:** 15.67

**Mastery Criteria:** 80



## IEP Progress Report

Duration of the Special Education and Related Services From: 03/17/2021 To:03/16/2022

Student: Faith Evangeline  
 Fremer  
 DOB: 05/28/2015  
 Case Manager: Monica Cain

ID: 167358  
 Grade: 1st Grade

School: BES  
 Date: 01/07/2022

**Objective:** Utilizing AAC device, Faith will increase her functional social language skills to answer 10 personal questions across her daily natural settings (i.e. "What is your name, Who is mom, who is dad, who are siblings, who is teacher, Therapists, Location (home/school/etc) from a baseline of 30%.

**Reporting Period:** January

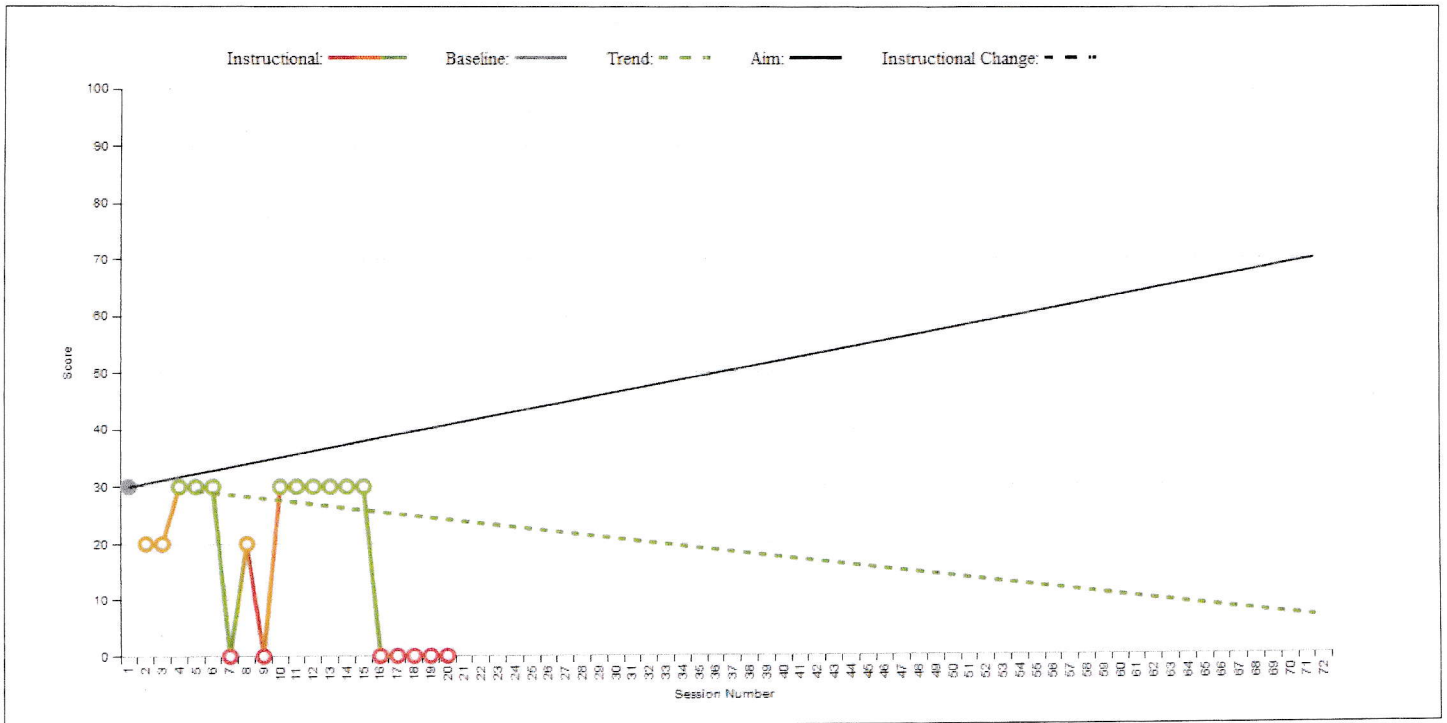
**Objective Status:** Not Progressing

**School Year:** 2021

**Comment:** Faith has been resistant in the use of her communication device in the classroom for this goal. However, this goal is worked on during Speech as well.

**Current:** 8.57

**Mastery Criteria:** 70





## IEP Progress Report

Duration of the Special Education and Related Services From: 03/17/2021 To:03/16/2022

Student: Faith Evangeline  
Fremer

ID: 167358

School: BES

DOB: 05/28/2015

Grade: 1st Grade

Date: 01/07/2022

Case Manager: Monica Cain

**Annual Goal:** Faith will improve fine motor Skills to a more age appropriate level through the mastery of the following objectives.

**Reporting Period:** January

**School Year:** 2021

**Objective:** Faith will copy circular in pre-writing tasks. (80% accuracy over a 9-week marking period)

**Reporting Period:** January

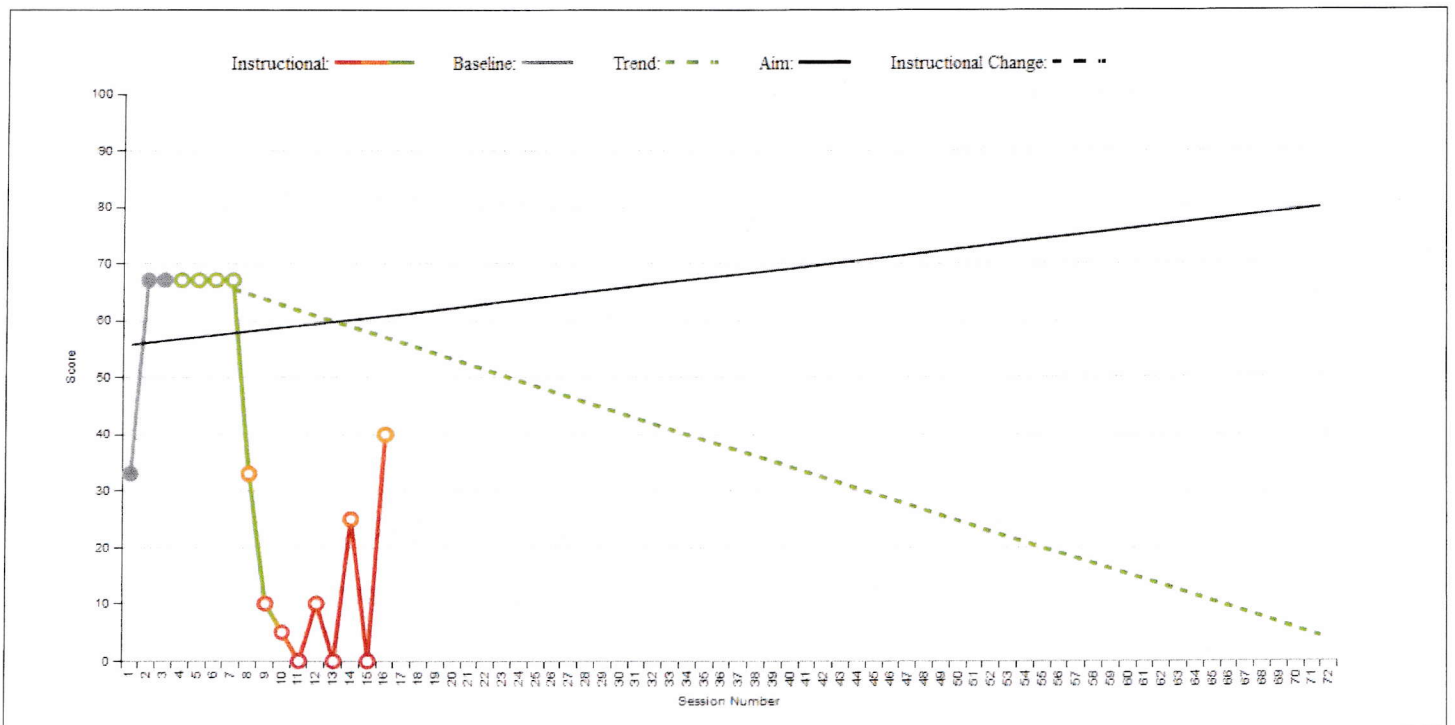
**Objective Status:** Progressing

**School Year:** 2021

**Comment:** Faith has shown improvement in the past 9 weeks with this goal.

**Current:** 21.67

**Mastery Criteria:** 80



## IEP Progress Report

Duration of the Special Education and Related Services From: 03/17/2021 To:03/16/2022

Student: Faith Evangeline  
 Fremer  
 DOB: 05/28/2015  
 Case Manager: Monica Cain

ID: 167358  
 Grade: 1st Grade

School: BES  
 Date: 01/07/2022

**Objective:** Faith will trace the letters of her first name with verbal and visual cues with 60% accuracy from a baseline of 20%.

**Reporting Period:** January

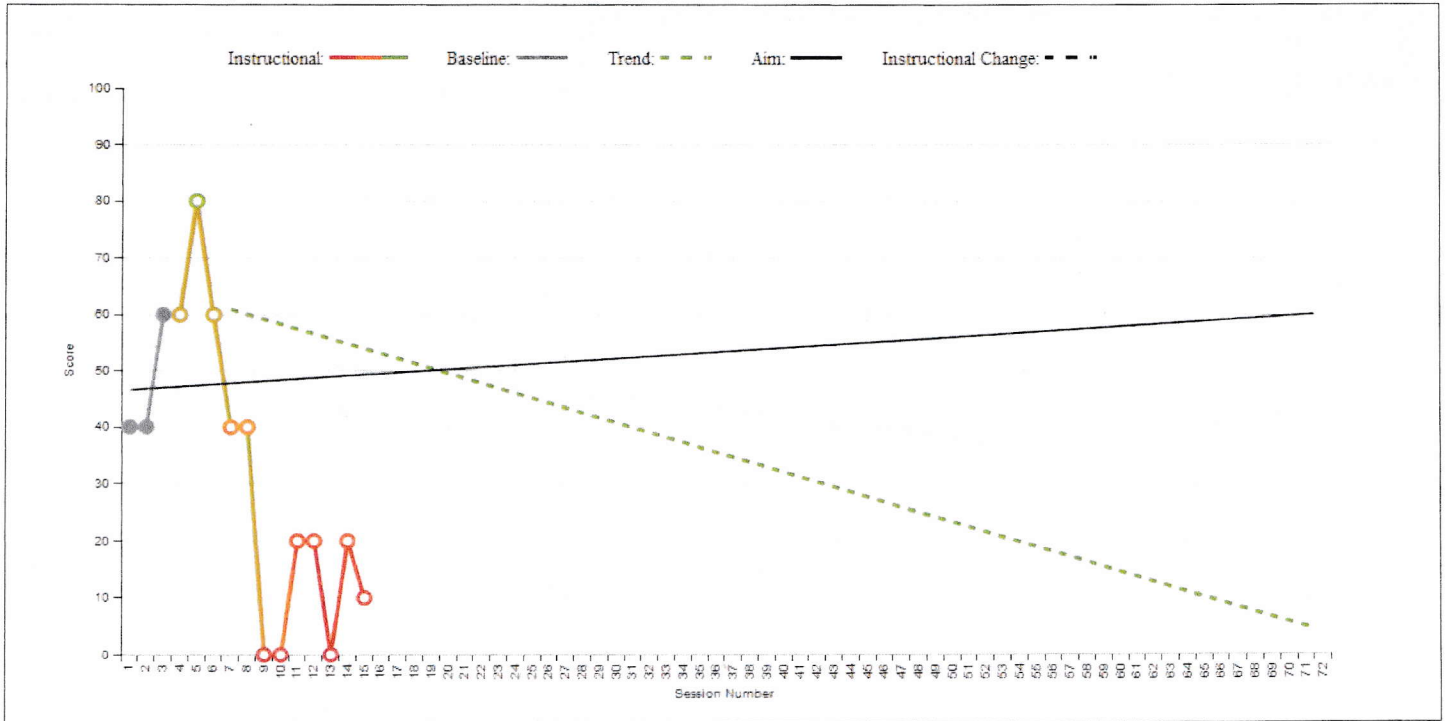
**Objective Status:** Progressing

**School Year:** 2021

**Comment:** Faith is better able to participate with this goal with hand over hand assistance.

**Current:** 15.00

**Mastery Criteria:** 60



## IEP Progress Report

Duration of the Special Education and Related Services From: 03/17/2021 To:03/16/2022

Student: Faith Evangeline  
Fremer

ID: 167358

School: BES

DOB: 05/28/2015

Grade: 1st Grade

Date: 01/07/2022

Case Manager: Monica Cain

**Objective:** Faith will independently cut zigzag lines with scissors with 50% accuracy across a 9-week grading period from a baseline of 0%.

**Reporting Period:** January

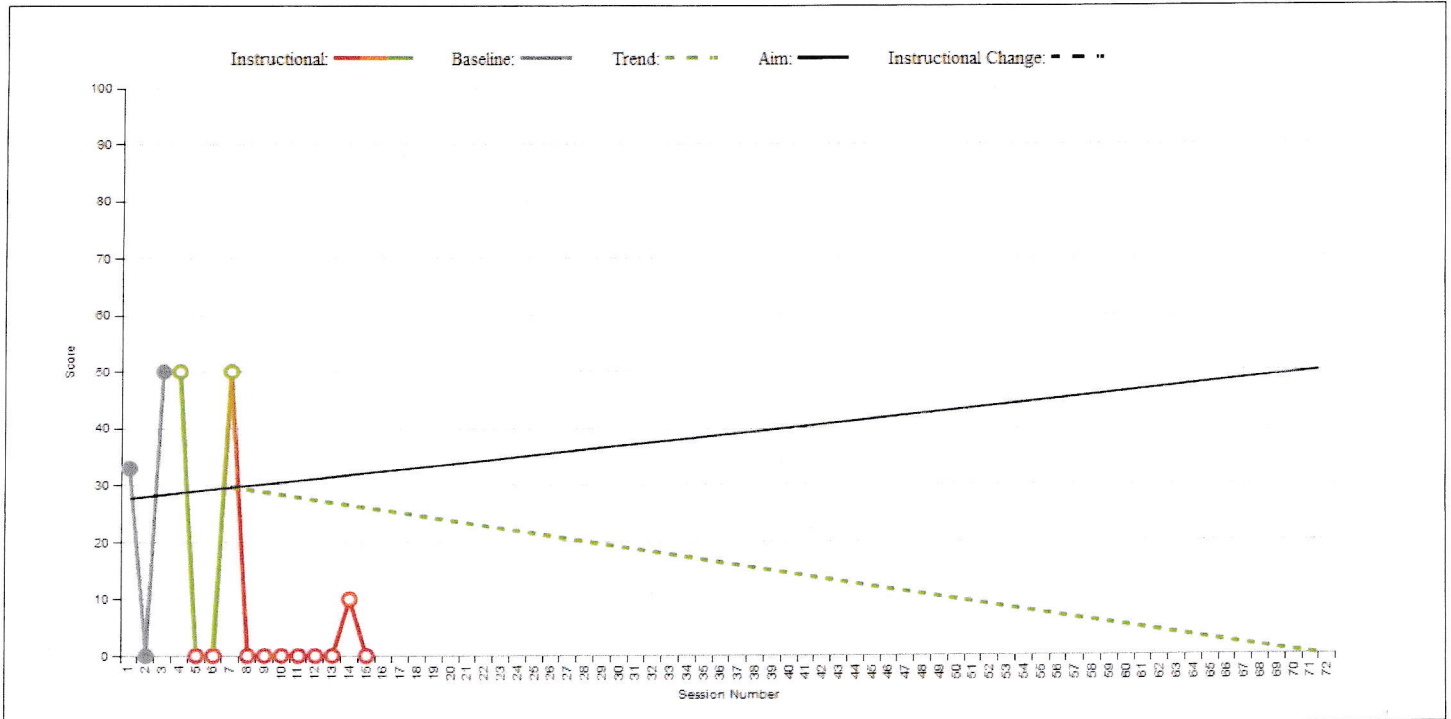
**Objective Status:** Progressing

**School Year:** 2021

**Comment:** Faith requires physical prompts to manipulate the paper for zigzag cuts. Cutting is a nonpreferred task.

**Current:** 3.33

**Mastery Criteria:** 50



## IEP Progress Report

Duration of the Special Education and Related Services From: 03/17/2021 To:03/16/2022

Student: Faith Evangeline  
 Fremer  
 DOB: 05/28/2015  
 Case Manager: Monica Cain

ID: 167358  
 Grade: 1st Grade

School: BES  
 Date: 01/07/2022

**Annual Goal:** Faith will improve her adaptive skills to a more age-appropriate level through the mastery of the following objectives.

**Reporting Period:** January

**School Year:** 2021

**Objective:** Faith will participate in Adapted PE activities 70% of the class period from a baseline of 40% and mastery at 70%.

**Reporting Period:** January

**Objective Status:** Progressing

**School Year:** 2021

**Comment:** Faith is doing very well with this goal and continues to improve.

**Current:** 45.83

**Mastery Criteria:** 70

