

READING	Q1	Q2	Q3	Q4
Print Concepts ELAGSEKRF1	3 2 1 Understands that words are separated by spaces in print.	3 2 1 Recognizes that spoken words are represented in written language by specific sequences of letters.	3 2 1 Follows words from left to right, top to bottom, and page-by-page.	3 2 1 Demonstrates understanding of the organization and basic features of print. ELAGSEKRF1a,b,c
Print Concepts ELAGSEKRF1	3 2 1 Identifies: 12-21 uppercase letters 9-17 lowercase letters	3 2 1 Identifies: 22 or more uppercase letters 18 or more lowercase letters	3 2 1 Identifies: 26 uppercase letters 26 lowercase letters	3 2 1 Identifies: 26 uppercase letters 26 lowercase letters
Phonological Awareness ELAGSEKRF2	3 2 1 Recognizes and produces rhyming and non-rhyming words.	3 2 1 Count, pronounce, blend, and segment syllables in spoken words.	3 2 1 Blend and segment onsets and rimes of single-syllable spoken words.	3 2 1 Demonstrates proficiency of all skills from Q1 -Q3.
Phonological Awareness ELAGSEKRF2	3 2 1 Isolate and pronounce the initial sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	3 2 1 Isolate and produce initial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	3 2 1 Isolate and pronounce the initial, media vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	3 2 1 Demonstrates proficiency of all skills from Q1 -Q3. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Phonics and Word Recognition ELAGSEKRF3	3 2 1 Demonstrate basic knowledge of one-to-one letter-sound correspondence by consistently producing 9 or more consonant sounds.	3 2 1 Demonstrate basic knowledge of one-to-one letter-sound correspondence by consistently producing 18 or more consonant sounds and at least 3 of the short vowel sounds.	3 2 1 Demonstrate basic knowledge of one-to-one letter-sound correspondence by consistently producing 21 or more consonant sounds and all 5 of the short vowel sounds.	3 2 1 Demonstrates proficiency of all skills from Q1 -Q3. Associate the long and short sounds with the common spellings for the five major vowels. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency ELAGSEKRL10 ELAGSEKRI10 ELAGSEKRF4	3 2 1 Reads common high-frequency words by sight in environmental print, classroom labels, etc.	3 2 1 Reads common high-frequency words by sight in decodable books. Reads approximately 25 or more words.	3 2 1 Reads common high-frequency words by sight in emergent reader texts. Reads approximately 50 or more words.	3 2 1 Reads common high-frequency words by sight in early reader texts. Reads approximately 75 or more words.
Fluency	3 2 1	3 2 1	3 2 1	3 2 1
	Fountas and Pinnell Reading Level: Pre-A B C D E F G H I J K L M N O P Q R S T U V W K 1st 2nd 3rd 4th 5th			
Key Ideas and Details ELAGSEKRL3	3 2 1 With prompting and support, asks and answers questions about key details in literary text.	3 2 1 With prompting and support, retells familiar stories, including key details.	3 2 1 With prompting and support, identify characters, settings and major events in a story.	3 2 1 Demonstrates proficiency of all skills from Q1 -Q3.
Key Ideas and Details ELAGSEKRI3	3 2 1 With prompting and support, asks and answers questions about key details in a text.	3 2 1 With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).	3 2 1 With prompting and support, describes the connection between two individuals, events, ideas, or pieces of informational text.	3 2 1 Demonstrates proficiency of all skills from Q1 -Q3.
Craft and Structure ELAGSEKRL6	3 2 1 With prompting and support, asks and answers questions about unknown words in a text. ELAGSEKRL4	3 2 1 Recognizes common types of text. (storybooks, poems). ELAGSEKRL5	3 2 1 With prompting and support, names the author and illustrator and defines the role of each telling the story. ELAGSEKRL6	3 2 1 Demonstrates proficiency of all skills from Q1 -Q3.
Craft and Structure ELAGSEKRI6	3 2 1 With prompting and support, ask and answer questions about unknown words in a text.	3 2 1 Identifies the front cover, back cover, and title page of a book.	3 2 1 Names the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	3 2 1 Demonstrates proficiency of all skills from Q1 -Q3.

Integration of Knowledge and Ideas (Literary)	3 2 1	3 2 1	3 2 1	3 2 1
ELAGSEKRL7 ELAGSEKRL9		With prompting and support, describes the relationship between illustrations and the story (how illustrations support the text).	With prompting and support, compares and contrasts the adventures and experiences of characters in familiar stories.	Demonstrates proficiency of all skills from Q1 -Q3.
Integration of Knowledge and Ideas (Informational) ELAGSEKRI7 ELAGSEKRI8 ELAGSEKRI9	3 2 1 With prompting and support, describes the relationship between illustrations and the text (how the illustrations support the text).	3 2 1 With prompting and support, identifies the reasons the author gives to support points in a text.	3 2 1 With prompting and support, identifies basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	3 2 1 Demonstrates proficiency of all skills from Q1 -Q3.
WRITING	Q1	Q2	Q3	Q4
Text Types and Purposes ELAGSEKW1,2,3	3 2 1 Use a combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	3 2 1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	3 2 1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	3 2 1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are "writing" about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LANGUAGE	Q1	Q2	Q3	Q4
Conventions of Standard English ELAGSEKL2	3 2 1 Correctly prints & matches written/sound correspondences for: 9+ uppercase letters 9+ lowercase letters	3 2 1 Correctly prints & matches written/sound correspondences for: 18+ uppercase letters 18+ lowercase letters	3 2 1 Correctly prints & matches written/sound correspondences for: 21+ consonants sounds represented by both uppercase & lowercase letters 3+ short vowel sounds represented by both uppercase & lowercase letters	3 2 1 Correctly prints & matches written/sound correspondences for: 26 uppercase letters 26 lowercase letters
Conventions of Standard English ELAGSEKL2	3 2 1	3 2 1 Recognizes capitalization for beginning of sentences and for I. Recognizes and names end punctuation.	3 2 1 Begins to capitalize the first word in a sentence and the pronoun I. Begins to use end punctuation. Consistently recognizes, names and uses end punctuation.	3 2 1 Consistently capitalizes the first word in a sentence and the pronoun I. Consistently recognizes, names and uses end punctuation.
Conventions of Standard English ELAGSEKL2	3 2 1 Begins to phonetically spell by representing initial sounds.	3 2 1 Uses phonetic spelling with initial and final sound accuracy.	3 2 1 Uses spelling with initial, medial, and final sound accuracy for one-syllable CVC words.	3 2 1 Mastery of Q1-Q3. Distinguishes between similarly spelled words by identifying the sounds of letters that differ. Begins to use more complex spelling patterns (long vowel patterns, blends, digraphs, and/or multi-syllabic words).
Vocabulary Acquisition and Use ELAGSEKL5	3 2 1 Sort common objects into categories(e.g., shapes, foods) to gain a sense of the concepts the categories represent.	3 2 1 Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	3 2 1 Identify real-life connections between words and their use (e.g., note places at school that are colorful).	3 2 1 Mastery Q1-Q3. Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
MATH	Q1	Q2	Q3	Q4
Relationships of numbers up to 20 connected to cardinality K.NR.1	3 2 1 Cardinality within 10.	3 2 1 Cardinality within 20.	3 2 1	3 2 1 Cardinality within 20.
Count sequences within 100 to count forward and backward in sequence K.NR.2	3 2 1 Count forward to 100 by 1's.	3 2 1 Count by 10s within 100.	3 2 1 Count backward from 20.	3 2 1 Count within 100 from any number.
Place value understanding to compose and decompose numbers from 11-19 K.NR.3	3 2 1	3 2 1	3 2 1 Compose and decompose numbers 11-19.	3 2 1 Compose and decompose numbers 11-19.
Identify, write, represent, and compare numbers up to 20 K.NR.4	3 2 1 Identify, represent, and write numbers 0-10.	3 2 1 Identify, represent, and write numbers 0-20.	3 2 1	3 2 1 Compare numbers up to 20.

Addition and Subtraction Fluency within 5	3 2 1	3 2 1	3 2 1	3 2 1
K.NR.5.4			Fluently add and subtract within 5 using a variety of strategies.	Fluently add and subtract within 5 using a variety of strategies.
Solving real-life problems within 10 K.NR.5	3 2 1	3 2 1	3 2 1 Solve authentic addition and subtraction problems within 5 using a variety of strategies.	3 2 1 Solve authentic addition and subtraction problems within 10 using a variety of strategies.
Patterns K.PAR.6	3 2 1 Describe and extend a given pattern.	3 2 1 Create and describe a repeating pattern.	3 2 1 Appropriately uses vocabulary to explain the passage of time.	3 2 1 Appropriately uses vocabulary to explain the passage of time.
Attributes of Objects and Data K.MDR.7	3 2 1 Sorts items into categories based on attributes.	3 2 1	3 2 1 Ask and answer questions on gathered information.	3 2 1 Ask and answer questions on gathered information.
Shapes K.GSR.8	3 2 1 Identify, sort, classify, analyze, and compare 2D shapes.	3 2 1	3 2 1	3 2 1 Identify, sort, classify, analyze, and compare 3D shapes.
SCIENCE	Q1	Q2	Q3	Q4
Obtain, Evaluate and Communicate Scientific Information	3 2 1 Physical Science: Sorts and classifies materials based on composition and physical attributes. (SKP1)	3 2 1 Earth Science: Classifies objects in the day and night sky; Communicates changes in the day/night cycle. (SKE1)	3 2 1 Earth Science: Describes attributes of soil, rocks, water, and air; Groups rocks by physical attributes. (SKE2)	3 2 1 Life Science: Argues how animals are grouped by features; identifies parent and offspring pairs. (SKL2)
	3 2 1 Physical Science: Investigates how an object's attributes influence its motion. (SKP2)	3 2 1 Physical Science: Investigates the relationship between physical attributes and motion. (SKP2)	3 2 1 Life Science: Recognizes and classifies the difference between living and non-living. (SKL1)	3 2 1 Life Science: Argues how plants are grouped by similar features. (SKL2)
SOCIAL STUDIES	Q1	Q2	Q3	Q4
Geographic Understandings	3 2 1	3 2 1 Describe the diversity of American culture. Explain customs and celebrations of families and communities. (SSKG1) Differentiate land and water features on single maps and globes. (SSKG2a) Explain that maps and globes are a view from above. (SSKG2b)	3 2 1	3 2 1 Slate the street address, city, state and country in which the student lives. (SSKG3)
Historical Understandings	3 2 1 Identify the national holidays and describe the people and/or events described. (SSKH1e)	3 2 1 Identify the national holidays and describe the people and/or events described. (SSKH1b)	3 2 1 Identify the national holidays and describe the people and/or events described. (SSKH1f)	3 2 1 Identify the national holidays and describe the people and/or events described. (SSKH1c)
	3 2 1 Identify the national and state flags and the Pledge of Allegiance. (SSKH2ac)	3 2 1 Identify the bald eagle. (SSKH2d)	3 2 1 Identify the Lincoln Memorial, Washington Monument, and the White House. (SSKH2fgh)	3 2 1 Identify the Star Spangled Banner and the Statue of Liberty. (SSKH2ce)
Civic & Government Understandings	3 2 1 Describe examples of positive character traits. (SSKCG2)	3 2 1	3 2 1 Describe examples of positive character traits.(SSKCG2)	3 2 1 Describe examples of positive character traits.(SSKCG2)
Economic Understandings	3 2 1 Explain how money is used to purchase goods and services. (SSKE3)	3 2 1 Explain that people must make choices in an economy. (SSKE4)	3 2 1	3 2 1
HEALTH	Q1	Q2	Q3	Q4
Comprehends concepts of health promotion and disease prevention	3 2 1 Express feelings in a healthful way	3 2 1 Identifies a personal health goal	3 2 1 Identifies safety hazards.	3 2 1 Recognizes potentially harmful substances.
Learning Skills & Behaviors	S P N N/A	S P N N/A	S P N N/A	S P N N/A
PHYSICAL EDUCATION	Q1	Q2	Q3	Q4
Motor Skills and Movement Patterns, Concepts and Principles	3 2 1 N/A Demonstrates Locomotor, Non-locomotor and Manipulative Skills.	3 2 1 N/A Demonstrates Locomotor, Non-locomotor and Manipulative Skills.	3 2 1 N/A Demonstrates Locomotor, Non-locomotor and Manipulative Skills.	3 2 1 N/A Demonstrates Locomotor, Non-locomotor and Manipulative Skills.
Personal and Social Behavior/Rules and Safety	S P N N/A Follows directions individually and in a group setting	S P N N/A Follows directions individually and in a group setting	S P N N/A Follows directions individually and in a group setting	S P N N/A Follows directions individually and in a group setting



**ONE TEAM. ONE GOAL.
STUDENT SUCCESS.**

ART	Q1	Q2	Q3	Q4
Creates art using observation, experience & imagination with elements of art	3 2 1 Explores select art elements and media.	3 2 1 Identifies art elements and media.	3 2 1 Creates art using art elements and media.	3 2 1 Produces art using observation, experience, and imagination with art elements and media.
Uses art vocabulary to discuss own art & art of others	3 2 1 Acquires art vocabulary.	3 2 1 Uses art vocabulary appropriately.	3 2 1 Uses art vocabulary to describe artworks.	3 2 1 Uses art vocabulary to describe and analyze artworks.
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
MUSIC	Q1	Q2	Q3	Q4
Demonstrates through performance an awareness of pitch	3 2 1 Sings and echoes.	3 2 1 Distinguishes between contrasts in music.	3 2 1 Sings simple melodies.	3 2 1 Demonstrates pitch concepts.
Demonstrates through performance an awareness of rhythm	3 2 1 Imitates steady beat.	3 2 1 Echoes simple rhythms.	3 2 1 Demonstrates steady beat and rhythms.	3 2 1 Demonstrates rhythm concepts.
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
TECHNOLOGY	Q1	Q2	Q3	Q4
Comprehends and applies Kindergarten concepts and skills related to technology	3 2 1	3 2 1	3 2 1	3 2 1
LEARNING SKILLS & BEHAVIORS	Q1	Q2	Q3	Q4
Organizes self and materials	S P N	S P N	S P N	S P N
Works neatly	S P N	S P N	S P N	S P N
Works independently	S P N	S P N	S P N	S P N
Asks questions/Seeks help when needed	S P N	S P N	S P N	S P N
Completes tasks in a timely manner	S P N	S P N	S P N	S P N
Stays on task	S P N	S P N	S P N	S P N
Uses self control	S P N	S P N	S P N	S P N
Exhibits good listening skills	S P N	S P N	S P N	S P N
Accepts responsibility for behavior	S P N	S P N	S P N	S P N
Claims fair share of attention	S P N	S P N	S P N	S P N
Expresses feelings appropriately	S P N	S P N	S P N	S P N
Treats others with respect	S P N	S P N	S P N	S P N
Accepts personal responsibility	S P N	S P N	S P N	S P N
Works cooperatively with others	S P N	S P N	S P N	S P N
Controls talking	S P N	S P N	S P N	S P N
Follows directions	S P N	S P N	S P N	S P N
Shows respect for peers	S P N	S P N	S P N	S P N
Shows respect for authority	S P N	S P N	S P N	S P N
Shows respect for property	S P N	S P N	S P N	S P N
ATTENDANCE	Q1	Q2	Q3	Q4
Tardies				
Absences				

PERFORMANCE INDICATORS
The purpose of the report card is to communicate to students, parents, and staff the progress each student is making toward accomplishing performance-based standards.
3+ = Exceeds Standards - In addition to the 3, makes applications and inferences beyond expectations
3 = Meets Standards - Consistently and independently
2 = Progressing toward meeting standards
1 = Limited progress or does not meet standards

or NA = Not assessed at this time

LEARNING SKILLS & BEHAVIORS

S = **SUCCESSFUL** - Student displays appropriate learning skills and behaviors
P = **PROGRESSING** - Student is progressing; displays appropriate learning skills and behaviors most of the time
N = **NEEDS IMPROVEMENT** - Student does not display learning skills and behaviors that lead to success
N/A = **NOT ASSESSED** - Meaning teacher was unable to assess student. See comment in "Specials/ General Comment" section.

Reading Level Characteristics	
Pre A / A Tips For Families:	Readers are beginning to learn how print works and to notice the relationship between sounds and letters. Children must be given the opportunity to read and reread these simple texts <i>with help</i> . Encourage your child to finger point each spoken word to the written word.
B Tips For Families:	Readers are learning how print works, developing left to right directionality. Continue to provide opportunities to read and reread these simple texts <i>with help</i> while encouraging to finger point each spoken word to the written word.
C Tips For Families:	Readers encounter simple stories and familiar topics with 2-6 lines of print on each page. Praise children for self-correcting and assist the use of dialogue with the voice.
D Tips For Families:	Readers track print with their eyes and process texts with fewer repeating language patterns. Children should stop pointing to each word. Attention should be given to word endings.
E Tips For Families:	Readers encounter texts with 3-8 lines of print per page. Choose text with familiar vocabulary to your child which is likely used in their oral language.
F Tips For Families:	Readers are beginning to build knowledge of the characteristics of different genres of texts. Texts may include familiar content that expands beyond home, neighborhood, and school.
G Tips For Families:	Readers encounter a wider range of texts. They are still reading texts with 3-8 lines of print per page, but the print is slightly smaller. Children should be reading for understanding. Encourage self-correcting and rereading.
H Tips For Families:	Readers encounter the same challenges as Level G; but the language and vocabulary are more complex. Children will begin to read more new texts silently in order to achieve efficient and smooth processing.
I Tips For Families:	Readers will be processing texts that are mostly short (8-16 pages) as well as some easy illustrated chapter books (40-60 pages) that require them to sustain attention and memory over time. Find <i>short</i> chapter books with a single point of view and illustrations to help support the text.
J Tips For Families:	Readers are able to process a variety of texts. Children read silently during independent reading.
K Tips For Families:	Readers are able to process a wide variety of genres. As children read orally they should be demonstrating all aspects of fluency.
L Tips For Families:	Readers process easy chapter books including some series books. Children should be able to solve many complex words including multi-syllable words, contractions, possessives, content-specific and some technical words.
M Tips For Families:	Readers know the characteristics of a range of genres. Encourage children to explore chapter books and nonfiction topics of interest to them.
N Tips For Families:	Readers are able to process a full range of genres. Children are able to solve words smoothly and automatically in both silent and oral reading.
O Tips For Families:	Readers have very similar genre characteristics as Level N. They can process complex sentences and solve new vocabulary words. At this level children should be able to read and fully understand the text.
P Tips For Families:	Readers can identify the characteristics of a full range of genres. As children encounter more abstract text it is crucial that it can be comprehended by the child.
Q-W Tips For Families:	Automatically read and understand a full range of genres, including biographies, hybrid genres, fiction with elaborate plots and complex characters, informational texts, etc.

ELA/Reading

Math

Science

Social Studies

Specials\General Comments

PLACEMENT INFORMATION

Promoted to 1st grade Placed in 1st grade Additional Year in K Grade