

| READING FOUNDATIONAL | Q1 | Q2 | Q3 | Q4 |
|---|---|---|---|---|
| Print Concepts ELAGSEKRF1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Demonstrate understanding of the organization and basic features of print. | Demonstrate understanding of the organization and basic features of print. | Demonstrate understanding of the organization and basic features of print. | Demonstrate understanding of the organization and basic features of print. |
| Phonological Awareness ELAGSEKRF2 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| Phonics and Word Recognition ELAGSEKRF3 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Know and apply grade-level phonics and word analysis skills in decoding words. | Know and apply grade-level phonics and word analysis skills in decoding words. | Know and apply grade-level phonics and word analysis skills in decoding words. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| Fluency ELAGSEKRF4 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | | Read common high-frequency words. Read emergent-reader texts with purpose and understanding. | Read common high-frequency words. Read emergent-reader texts with purpose and understanding. | Read common high-frequency words. Read emergent-reader texts with purpose and understanding. |
| LITERARY COMPREHENSION | Q1 | Q2 | Q3 | Q4 |
| Key Ideas and Details ELAGSEKRL3 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | With prompting and support, identify characters, settings, and major events in a story. | With prompting and support, identify characters, settings, and major events in a story. | With prompting and support, identify characters, settings, and major events in a story. | With prompting and support, identify characters, settings, and major events in a story. |
| Craft and Structure ELAGSEKRL6 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |
| Integration of Knowledge and Ideas ELAGSEKRL9 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. |
| INFORMATIONAL COMPREHENSION | Q1 | Q2 | Q3 | Q4 |
| Key Ideas and Details ELAGSEKRI3 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| Craft and Structure ELAGSEKRI6 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
| Integration of Knowledge and Ideas ELAGSEKRI9 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | With prompting and support, identify basic similarities in and differences between two texts on the same topic. | With prompting and support, identify basic similarities in and differences between two texts on the same topic. | With prompting and support, identify basic similarities in and differences between two texts on the same topic. | With prompting and support, identify basic similarities in and differences between two texts on the same topic. |
| Reading Proficiency Status | | Above Grade-level On Grade-level Below Grade-level | Above Grade-level On Grade-level Below Grade-level | Above Grade-level On Grade-level Below Grade-level |
| WRITING | Q1 | Q2 | Q3 | Q4 |
| Text Types and Purposes ELAGSEKW1 ELAGSEKW2 ELAGSEKW3 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Use a combination of drawing, dictating, and writing to compose a variety of text types. | Use a combination of drawing, dictating, and writing to compose a variety of text types. | Use a combination of drawing, dictating, and writing to compose a variety of text types. | Use a combination of drawing, dictating, and writing to compose a variety of text types. |
| LANGUAGE | Q1 | Q2 | Q3 | Q4 |
| Conventions of Standard English ELAGSEKL1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| Conventions of Standard English ELAGSEKL2 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
|---|--|--|--|--|
| | | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| Vocabulary Acquisition and Use ELAGSEKL4 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | | With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . | With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . | With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . |
| Vocabulary Acquisition and Use ELAGSEKL5 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | | With guidance and support from adults, explore word relationships and nuances in word meanings. | With guidance and support from adults, explore word relationships and nuances in word meanings. | With guidance and support from adults, explore word relationships and nuances in word meanings. |
| Vocabulary Acquisition and Use ELAGSEKL6 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| Speaking and Listening | Q1 | Q2 | Q3 | Q4 |
| Comprehension and Collaboration ELAGSEKSL1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. |
| Comprehension and Collaboration ELAGSEKSL3 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| Presentation of Knowledge and Ideas ELAGSEKSL6 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Speak audibly and express thoughts, feelings, and ideas clearly. | Speak audibly and express thoughts, feelings, and ideas clearly. | Speak audibly and express thoughts, feelings, and ideas clearly. | Speak audibly and express thoughts, feelings, and ideas clearly. |
| MATH | Q1 | Q2 | Q3 | Q4 |
| Relationships of Numbers up to 20 Connected to Cardinality K.NR.1 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Cardinality within 10. | Cardinality within 20. | | Cardinality within 20. |
| Count Sequences within 100 to Count Forward and Within 20 Backward in Sequence K.NR.2 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Count forward to 50 by 1s and 10s. | Count forward to 100 by 1s and 10s. | Count backward from 20. | Count forward within 100 and backward within 20 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 | 3 2 1 |
| | | | Compose and decompose numbers 11-19. | Compose and decompose numbers 11-19. |
| Identify, Write, Represent, and Compare Numbers up to 20 K.NR.4 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Identify and represent numbers 0-10. | Identify and represent numbers 0-20. | Represent and write numbers 0-20. | Compare numbers up to 20. |
| Addition and Subtraction Fluency within 5 K.NR.5.4 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | | | 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 | 3 2 1 |
| | | | Solve authentic addition and subtraction problems within 5 using a variety of strategies. | Solve authentic addition and subtraction problems within 10 using a variety of strategies. |
| Patterns K.PAR.6 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Describe and extend repeating patterns. | Create and describe a repeating pattern. | Appropriately uses vocabulary to explain the passage of time. | Appropriately uses vocabulary to explain the passage of time. |

| Attributes of Objects and Data K.MDR.7 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
|---|---|---|---|---|
| | Sorts items into categories based on attributes. | | Ask and answer questions on gathered information. | Ask and answer questions on gathered information. |
| Shapes K.GSR.8 | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Identify, sort, classify, analyze, and compare 2D shapes. | | | Identify, sort, classify, analyze, and compare 3D shapes. |
| SCIENCE | Q1 | Q2 | Q3 | Q4 |
| Obtain, Evaluate and Communicate Scientific Information I | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Physical Science: Sorts and classifies materials based on composition and physical attributes. (SKP1) | Earth Science: Classifies objects in the day and night sky; communicates changes in the day/night cycle. (SKE1) | Earth Science: Describes attributes of soil, rocks, water, and air; groups rocks by physical attributes. (SKE2) | Life Science: Argues how animals are grouped by similar features. (SKL2) |
| Obtain, Evaluate and Communicate Scientific Information II | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Physical Science: Investigates how an object's attributes influence its motion. (SKP2) | Physical Science: Investigates the relationship between physical attributes and motion. (SKP2) | Life Science: Recognizes and classifies the difference between living and non-living. (SKL1) | Life Science: Argues how plants are grouped by similar features. (SKL2) |
| SOCIAL STUDIES | Q1 | Q2 | Q3 | Q4 |
| Social Studies I | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Identify the national holidays and describe the people and/or events celebrated. (SSKH1e) | Identify the national holidays and describe the people and/or events celebrated. (SSKH1abhjk) | Identify the national holidays and describe the people and/or events celebrated. (SSKH1fi) | Identify the national holidays and describe the people and/or events celebrated. (SSKH1cdg) |
| Social Studies II | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Identify American Symbols. (SSKH2ab) | Differentiate land and water features on simple maps and globes. (SSKG2a) | Identify American symbols. (SSKH2fgh) | Identify American symbols. (SSKH2cde) |
| Social Studies III | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Distinguish goods from services. (SSKE3a) | Explain that maps and globes are a view from above. (SSKG2b) | | State the street address, city, state, and country in which the student lives. (SSKG3) |
| Social Studies IV | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | | Explain that people must make choices because they cannot have everything they want. (SSKE4) | | Describe examples of positive character traits exhibited by good citizens. (SSKCG2) |
| HEALTH | Q1 | Q2 | Q3 | Q4 |
| Concepts of Health Promotion and Disease Prevention | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Express feelings in a healthful way. | Identifies a personal health goal. | Identifies safety hazards. | 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 |
| Competency in a Variety of Motor Skills and Movement Patterns | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Demonstrates locomotor, non-locomotor and manipulative skills. | Demonstrates locomotor, non-locomotor and manipulative skills. | Demonstrates locomotor, non-locomotor and manipulative skills. | Demonstrates locomotor, non-locomotor and manipulative skills. |
| Personal and Social Behavior/Rules and Safety | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Follows directions individually and in a group setting. | Follows directions individually and in a group setting. | Follows directions individually and in a group setting. | Follows directions individually and in a group setting. |
| ART | Q1 | Q2 | Q3 | Q4 |
| Creates Art Using Observation, Experience & Imagination with Elements of Art | 3 2 1 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Explores select art elements and media. | Identifies and explores select art elements and media. | Creates art using art elements and media. | 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 | 3 2 1 | 3 2 1 | 3 2 1 |
| | Acquires art vocabulary. | Uses art vocabulary appropriately. | Uses art vocabulary to describe artworks. | 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 |
| 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

= 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.

ELA/Reading

Math

Science

Social Studies

Specials\General Comments

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