

FOUNDATIONS (F)	Q1	Q2	Q3	Q4
<b>Phonological Awareness (PA)</b>				
<b>K-1.F.PA.4 Onsets and Rimes</b>	3 2 1	3 2 1	3 2 1	3 2 1
<b>K-1.F.PA.6 Phonemic Awareness</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words. (c)	Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words. (c)	Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words. (c)	Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words. (c)
<b>K-1.F.PA.6 Phonemic Awareness</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes. (d)	Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes. (d)	Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes. (d)	Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes. (d)
<b>Phonics (P)</b>				
<b>K-2.F.P.1 Phoneme-Grapheme Correspondences</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Identify and produce phoneme-grapheme correspondences for frequently used blends, digraphs, and long and short sounds of vowels including VCe and vowel digraphs. (a, b)	Identify and produce phoneme-grapheme correspondences for frequently used blends, digraphs, and long and short sounds of vowels including VCe and vowel digraphs. (a, b)	Identify and produce phoneme-grapheme correspondences for frequently used blends, digraphs, and long and short sounds of vowels including VCe and vowel digraphs. (a, b)	Identify and produce phoneme-grapheme correspondences for frequently used blends, digraphs, and long and short sounds of vowels including VCe and vowel digraphs. (a, b)
<b>K-2.F.P.2 Decoding with Phonics</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Decode regularly spelled one-syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a, c)	Decode regularly spelled one-syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a, c)	Decode regularly spelled one-syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a, c)	Decode regularly spelled one-syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a, c)
<b>K-2.F.P.3 Encoding with Phonics</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Encode regularly spelled one-syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a, c)	Encode regularly spelled one-syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a, c)	Encode regularly spelled one-syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a, c)	Encode regularly spelled one-syllable words, including high frequency and nonsense words with a variety of spelling patterns. (a, c)
<b>Fluency (F)</b>				
<b>K-2.F.F.1 Oral and Silent Reading Fluency</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Read grade-appropriate regularly and irregularly spelled words in isolation and context with increasing automaticity. (a)	Read grade-appropriate regularly and irregularly spelled words in isolation and context with increasing automaticity. (a)	Read grade-appropriate regularly and irregularly spelled words in isolation and context with increasing automaticity. (a)	Read grade-appropriate regularly and irregularly spelled words in isolation and context with increasing automaticity. (a)
<b>K-2.F.F.1 Oral and Silent Reading Fluency</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Read a wide range of grade-level texts aloud with appropriate prosody to demonstrate understanding. (c)	Read a wide range of grade-level texts aloud with appropriate prosody to demonstrate understanding. (c)	Read a wide range of grade-level texts aloud with appropriate prosody to demonstrate understanding. (c)	Read a wide range of grade-level texts aloud with appropriate prosody to demonstrate understanding. (c)
<b>Handwriting (H)</b>				
<b>K-2.F.H.1 Motor skills and Letter/Word Formation</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Form all uppercase and lowercase letters with accuracy and consistency. Use appropriate spacing between letters, words, and sentences across lines on a page. (a, c)	Form all uppercase and lowercase letters with accuracy and consistency. Use appropriate spacing between letters, words, and sentences across lines on a page. (a, c)	Form all uppercase and lowercase letters with accuracy and consistency. Use appropriate spacing between letters, words, and sentences across lines on a page. (a, c)	Form all uppercase and lowercase letters with accuracy and consistency. Use appropriate spacing between letters, words, and sentences across lines on a page. (a, c)
<b>LANGUAGE</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Grammar and Conventions (GC)</b>				
<b>K-2.L.GC.1 Grammar, Usage, and Mechanics</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Apply conventions of standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.	Apply conventions of standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.	Apply conventions of standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.	Apply conventions of standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.
<b>K-2.L.GC.2 Syntax</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Use a variety of simple sentence types to develop clarity in written texts. (b)	Use a variety of simple sentence types to develop clarity in written texts. (b)	Use a variety of simple sentence types to develop clarity in written texts. (b)	Use a variety of simple sentence types to develop clarity in written texts. (b)
<b>Vocabulary (V)</b>				
<b>K-2.L.V.1 General, Academic, and Specialized Vocabulary</b>	3 2 1	3 2 1	3 2 1	3 2 1
	Use general, academic, and specialized vocabulary words and phrases in a variety of settings (a, b)	Use general, academic, and specialized vocabulary words and phrases in a variety of settings (a, b)	Use general, academic, and specialized vocabulary words and phrases in a variety of settings (a, b)	Use general, academic, and specialized vocabulary words and phrases in a variety of settings (a, b)

K-2.L.V.2 Word Analysis	3	2	1	3	2	1	3	2	1	3	2	1
				Identify and construct frequently occurring root words and inflectional endings to form and comprehend new words. (a, c)						Identify and construct frequently occurring root words and inflectional endings to form and comprehend new words. (a, c)		
K-2.L.V.3 Meaning and Purpose	3	2	1	3	2	1	3	2	1	3	2	1
				Identify the relationship between words and their synonyms and antonyms. (b)						Identify the relationship between words and their synonyms and antonyms. (b)		
TEXTS (T): INTERPRETING	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4				
Context (C)												
K-2.T.C.1 Purpose and Audience	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1				
	Identify the general purpose and target audience in a variety of texts. (a)	Identify the general purpose and target audience in a variety of texts. (a)	Identify the general purpose and target audience in a variety of texts. (a)	Identify the general purpose and target audience in a variety of texts. (a)	Identify the general purpose and target audience in a variety of texts. (a)	Identify the general purpose and target audience in a variety of texts. (a)	Identify the general purpose and target audience in a variety of texts. (a)	Identify the general purpose and target audience in a variety of texts. (a)				
K-2.T.C.2 Authors and Speakers	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1				
	Identify who is speaking or telling the story at various points in a text. (a)	Identify who is speaking or telling the story at various points in a text. (a)	Identify who is speaking or telling the story at various points in a text. (a)	Identify who is speaking or telling the story at various points in a text. (a)	Identify who is speaking or telling the story at various points in a text. (a)	Identify who is speaking or telling the story at various points in a text. (a)	Identify who is speaking or telling the story at various points in a text. (a)	Identify who is speaking or telling the story at various points in a text. (a)				
Structures and Styles (SS)												
K-2.T.SS.1 Organization	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1				
	Identify and use various text features to locate information and make meaning of texts. (a)	Identify and use various text features to locate information and make meaning of texts. (a)	Identify and use various text features to locate information and make meaning of texts. (a)	Identify and use various text features to locate information and make meaning of texts. (a)	Identify and use various text features to locate information and make meaning of texts. (a)	Identify and use various text features to locate information and make meaning of texts. (a)	Identify and use various text features to locate information and make meaning of texts. (a)	Identify and use various text features to locate information and make meaning of texts. (a)				
K-2.T.SS.2 Craft	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1				
	Identify and explain the use of descriptive words in a text. (a)	Identify and explain the use of descriptive words in a text. (a)	Identify and explain the use of descriptive words in a text. (a)	Identify and explain the use of descriptive words in a text. (a)	Identify and explain the use of descriptive words in a text. (a)	Identify and explain the use of descriptive words in a text. (a)	Identify and explain the use of descriptive words in a text. (a)	Identify and explain the use of descriptive words in a text. (a)				
Techniques (T)												
K-2.T.T.1-4 Narrative, Expository, Opinion, and Poetic Techniques	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1				
	Identify techniques and elements within a given text. (1a, 2a, 3a, 4a)	Identify techniques and elements within a given text. (1a, 2a, 3a, 4a)	Identify techniques and elements within a given text. (1a, 2a, 3a, 4a)	Identify techniques and elements within a given text. (1a, 2a, 3a, 4a)	Identify techniques and elements within a given text. (1a, 2a, 3a, 4a)	Identify techniques and elements within a given text. (1a, 2a, 3a, 4a)	Identify techniques and elements within a given text. (1a, 2a, 3a, 4a)	Identify techniques and elements within a given text. (1a, 2a, 3a, 4a)				
Research and Analysis (RA)												
K-2.T.RA.1 Research and Inquiry	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1				
	Conduct research on a shared or personal topic of interest by gathering and organizing information. (b)	Conduct research on a shared or personal topic of interest by gathering and organizing information. (b)	Conduct research on a shared or personal topic of interest by gathering and organizing information. (b)	Conduct research on a shared or personal topic of interest by gathering and organizing information. (b)	Conduct research on a shared or personal topic of interest by gathering and organizing information. (b)	Conduct research on a shared or personal topic of interest by gathering and organizing information. (b)	Conduct research on a shared or personal topic of interest by gathering and organizing information. (b)	Conduct research on a shared or personal topic of interest by gathering and organizing information. (b)				
K-2.T.RA.2 Curating Sources and Evidence	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1				
	Refer to parts of texts supporting an idea, answer, or opinion. (a)	Refer to parts of texts supporting an idea, answer, or opinion. (a)	Refer to parts of texts supporting an idea, answer, or opinion. (a)	Refer to parts of texts supporting an idea, answer, or opinion. (a)	Refer to parts of texts supporting an idea, answer, or opinion. (a)	Refer to parts of texts supporting an idea, answer, or opinion. (a)	Refer to parts of texts supporting an idea, answer, or opinion. (a)	Refer to parts of texts supporting an idea, answer, or opinion. (a)				
Reading Proficiency Status	Above Grade-level	Above Grade-level	Above Grade-level	Above Grade-level	On Grade-level	On Grade-level	On Grade-level	On Grade-level	Below Grade-level	Below Grade-level	Below Grade-level	Below Grade-level
TEXTS (T): CONSTRUCTING	Q1	Q2	Q3	Q4								
Structure and Style (SS)												
K-2.T.SS.1 Organization	3 2 1	3 2 1	3 2 1	3 2 1								
	Use transition words or phrases to sequence events and actions. (c)	Use transition words or phrases to sequence events and actions. (c)	Use transition words or phrases to sequence events and actions. (c)	Use transition words or phrases to sequence events and actions. (c)								
K-2.T.SS.2 Craft	3 2 1	3 2 1	3 2 1	3 2 1								
	Use descriptive words to craft engaging texts. (b)	Use descriptive words to craft engaging texts. (b)	Use descriptive words to craft engaging texts. (b)	Use descriptive words to craft engaging texts. (b)								
Techniques (T)												
K-2.T.T.1-4 Narrative, Expository, Opinion, and Poetic Techniques	3 2 1	3 2 1	3 2 1	3 2 1								
	Create a text with identified techniques and elements. (1e, 2d, 3c, 4b)	Create a text with identified techniques and elements. (1e, 2d, 3c, 4b)	Create a text with identified techniques and elements. (1e, 2d, 3c, 4b)	Create a text with identified techniques and elements. (1e, 2d, 3c, 4b)								
MATH	Q1	Q2	Q3	Q4								
1.NR.1 Count, Read, and Write to 120 Compare to 100	3 2 1	3 2 1	3 2 1	3 2 1								
	Count forward within 120 by 1s and 10s.	Count forward and backward within 120 by 1s and 10s starting at any number.	Represent and explain that two digits represent tens and ones.	Compare numbers up to 100.								

1.NR.2.4 Addition and Subtraction Fluency within 10	3	2	1	3	2	1	3	2	1	3	2	1
				Fluently add and subtract within 10 using a variety of strategies.						Fluently add and subtract within 10 using a variety of strategies.		
1.NR.2 Addition and Subtraction within 20	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1				
	Add and subtract within 20 using a variety of strategies.	Add and subtract within 20 using a variety of strategies.	Add and subtract within 20 using a variety of strategies.	Add and subtract within 20 using a variety of strategies.	Add and subtract within 20 using a variety of strategies.	Add and subtract within 20 using a variety of strategies.	Add and subtract within 20 using a variety of strategies.	Add and subtract within 20 using a variety of strategies.				
1.NR.5 Addition and Subtraction within 100	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1				
	Use a variety of strategies to add and subtract within 100.	Use a variety of strategies to add and subtract within 100.	Use a variety of strategies to add and subtract within 100.	Use a variety of strategies to add and subtract within 100.	Use a variety of strategies to add and subtract within 100.	Use a variety of strategies to add and subtract within 100.	Use a variety of strategies to add and subtract within 100.	Use a variety of strategies to add and subtract within 100.				
1.PAR.3 Repeating, Growing, and Shrinking Patterns	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1				
	Create, extend, and make predictions about patterns.	Create, extend, and make predictions about patterns.	Create, extend, and make predictions about patterns.	Create, extend, and make predictions about patterns.	Create, extend, and make predictions about patterns.	Create, extend, and make predictions about patterns.	Create, extend, and make predictions about patterns.	Create, extend, and make predictions about patterns.				
1.GSR.4 Shapes	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1				
	Partition circles and rectangles into two and four equal shares.	Partition circles and rectangles into two and four equal shares.	Partition circles and rectangles into two and four equal shares.	Partition circles and rectangles into two and four equal shares.	Partition circles and rectangles into two and four equal shares.	Partition circles and rectangles into two and four equal shares.	Partition circles and rectangles into two and four equal shares.	Partition circles and rectangles into two and four equal shares.				
1.MDR.6 Measurement	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1				
	Ask and answer questions about graphical displays.	Ask and answer questions about graphical displays.	Ask and answer questions about graphical displays.	Ask and answer questions about graphical displays.	Ask and answer questions about graphical displays.	Ask and answer questions about graphical displays.	Ask and answer questions about graphical displays.	Ask and answer questions about graphical displays.				
SCIENCE	Q1	Q2	Q3	Q4								
Obtain, Evaluate, and Communicate Scientific Information I	3 2 1	3 2 1	3 2 1	3 2 1								
	Earth Science: Investigates and analyzes characteristics of weather conditions, data, and seasonal patterns using weather instruments. (S1E1)	Physical Science: Asks questions to identify and compare sources of light in order to plan and carry out investigations of shadows. (S1P1)	Life Sciences: Asks questions to compare and contrast the basic needs of animals. (S1L1)	Life Science: Asks questions to compare and contrast the basic needs of plants. (S1L1)								
Obtain, Evaluate, and Communicate Scientific Information II	3 2 1	3 2 1	3 2 1	3 2 1								
	Physical Science: Investigates magnets, their effect on objects, and their uses. (S1P2)	Physical Science: Observes and explains how vibrations create sound in order to design a signal using light and sound to serve as an emergency alert. (S1P1)	Life Science: Designs a solution to ensure an animal's needs are met. (S1L1)	Life Science: Designs a solution to ensure a plant's needs are met. (S1L1)								
Obtain, Evaluate, and Communicate Scientific Information III	3 2 1	3 2 1	3 2 1	3 2 1								
	Earth Science: Investigates and analyzes characteristics of weather conditions, data, and seasonal patterns using weather instruments. Asks questions to identify forms of precipitation (rain, snow, sleet, hailstones) as either solid or liquid. (S1E1)	Earth Science: Investigates and analyzes characteristics of weather conditions, data, and seasonal patterns using weather instruments. Asks questions to identify forms of precipitation (rain, snow, sleet, hailstones) as either solid or liquid. (S1E1)	Earth Science: Investigates and analyzes characteristics of weather conditions, data, and seasonal patterns using weather instruments. Asks questions to identify forms of precipitation (rain, snow, sleet, hailstones) as either solid or liquid. (S1E1)	Earth Science: Investigates and analyzes characteristics of weather conditions, data, and seasonal patterns using weather instruments. Asks questions to identify forms of precipitation (rain, snow, sleet, hailstones) as either solid or liquid. (S1E1)								
SOCIAL STUDIES	Q1	Q2	Q3	Q4								
Social Studies I	3 2 1	3 2 1	3 2 1	3 2 1								
	Identify and locate the student's city, county, state, nation (country) and continent on a simple map or globe. (SS1G2)	Identify the contributions made by B. Franklin and T. Jefferson. (SS1H1a)	Identify contributions made by Lewis and Clark, Sacagawea, and T. Roosevelt. (SS1H1a)	Identify contributions made by G. Washington Carver and Ruby Bridges. (SS1H1a)								
Social Studies II	3 2 1	3 2 1	3 2 1	3 2 1								
	Explain that scarcity is when unlimited wants are greater than limited resources. (SS1E2)	Describe how B. Franklin and T. Jefferson were influenced by their time and place. (SS1G1a)	Describe how Lewis and Clark, Sacagawea, and T. Roosevelt were influenced by their time and place. (SS1G1bc)	Describe how G. Washington Carver and Ruby Bridges were influenced by their time and place. (SS1G1d)								
Social Studies III	3 2 1	3 2 1	3 2 1	3 2 1								
	Explain that people earn income by working and that they must make choices about how much to save and spend. (SS1E4)	Describe how B. Franklin and T. Jefferson display positive character traits. (SS1CG1)	Describe how Lewis and Clark, Sacagawea, and T. Roosevelt display positive character traits. (SS1CG1)	Describe how G. Washington Carver and Ruby Bridges display positive character traits. (SS1CG1)								
Social Studies IV	3 2 1	3 2 1	3 2 1	3 2 1								
	Locate all of the continents and major oceans. (SS1G3ab)	Locate all of the continents and major oceans. (SS1G3ab)	Locate all of the continents and major oceans. (SS1G3ab)	Locate all of the continents and major oceans. (SS1G3ab)								
HEALTH	Q1	Q2	Q3	Q4								
Concepts of Health Promotion and Disease Prevention	3 2 1	3 2 1	3 2 1	3 2 1								
	Identifies appropriate ways to express and deal with emotions and feelings.	Practices behaviors to enhance personal health and wellness.	Identifies how healthy behaviors impact personal health and wellness.	Recognizes potentially harmful substances.								
Learning Skills & Behaviors	S P N	S P N	S P N	S P N								



PHYSICAL EDUCATION	Q1	Q2	Q3	Q4
<b>Competency in a Variety of Motor Skills and Movement Patterns</b>	3 2 1 Demonstrates locomotor, non-locomotor, and manipulative skills.	3 2 1 Demonstrates locomotor, non-locomotor, and manipulative skills.	3 2 1 Demonstrates locomotor, non-locomotor, and manipulative skills.	3 2 1 Demonstrates locomotor, non-locomotor, and manipulative skills.
<b>Learning Skills &amp; Behaviors</b>	S P N	S P N	S P N	S P N
ART	Q1	Q2	Q3	Q4
<b>Creates Art in Response to Prompts, Themes &amp; Narratives using Elements of Art</b>	3 2 1 Recognizes characteristics of art elements and media.	3 2 1 Investigates and uses art elements and media.	3 2 1 Applies specific art elements and media.	3 2 1 Chooses and applies specific art elements and media.
<b>Explains How Selected Elements of Art Convey Meaning</b>	3 2 1 Recognizes how art elements convey meaning.	3 2 1 Investigates how art elements convey meaning.	3 2 1 Compares how art elements convey meaning.	3 2 1 Discovers connections between art elements and explains how they convey meaning.
<b>Learning Skills &amp; Behaviors</b>	S P N	S P N	S P N	S P N
MUSIC	Q1	Q2	Q3	Q4
<b>Creating and Performing Music</b>	3 2 1 Sings and echoes music.	3 2 1 Performs and echoes music on instruments.	3 2 1 Reads, notates, and identifies music.	3 2 1 Improvises, composes, and/or arranges and shares music.
<b>Responding and Connecting to Music</b>	3 2 1 Distinguishes between contrasts in music.	3 2 1 Performs movements to music.	3 2 1 Demonstrates the connection between music and other content areas.	3 2 1 Evaluates and refines music and music performances with appropriate etiquette.
<b>Learning Skills &amp; Behaviors</b>	S P N	S P N	S P N	S P N
LEARNING SKILLS & BEHAVIORS	Q1	Q2	Q3	Q4
<b>Personal Responsibility and Behavior</b>				
Accepts responsibility for behavior	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
Identifies/Expresses feelings appropriately	S P N	S P N	S P N	S P N
<b>Work Habits and Independence</b>				
Stays on task	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
Uses materials appropriately	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
<b>Social Skills and Collaboration</b>				
Works cooperatively with peers	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
<b>Respect and Authority</b>				
Shows respect for authority	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
Follows directions	S P N	S P N	S P N	S P N
ATTENDANCE	Q1	Q2	Q3	Q4
Tardies				
Absences				


**PLACEMENT INFORMATION**

Promoted to 2nd grade     
  Placed in 2nd grade     
  Additional Year in 1st Grade

**PERFORMANCE INDICATORS**

*The purpose of the report card is to communicate to students, parents, and staff the progress each student is making toward mastering grade-level standards.*

**3+** = Makes applications, infers, and synthesizes beyond expectations of the standards  
**3** = Consistently and independently meets standards  
**2** = Progressing toward meeting standards  
**1** = Limited progress or does not meet standards

 = Not assessed at this time

**LEARNING SKILLS & BEHAVIORS KEY**

**S** = **SUCCESSFUL** - Student displays appropriate learning skills and behaviors most or all the time.  
**P** = **PROGRESSING** - Student displays appropriate learning skills and behaviors some of the time.  
**N** = **NEEDS IMPROVEMENT** - Student needs to continue working on identified learning skills and behaviors.

**ELA/Reading**

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**Math**

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**Science**

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**Social Studies**

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**Specials**

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**General Comments**

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