# **Report Card**



Grade: K

| Class: 000001 / 001 | KK Language Arts |
|---------------------|------------------|
|---------------------|------------------|

| Teacher:   | Q1 | Q2 | Q3 | Q4 | Teacher:  | Q1 | Q2 | Q3 | Q4 |
|--|----|----|----|----|---|----|----|----|----|
| Class Grade  |    |    |    |    | Class Grade   |    |    |    |    |
| Foundational Literacy: Print Concepts  |    |    |    |    | Counting & Cardinality  |    |    |    |    |
| Demonstrates understanding of concepts of print (e.g. left to right, top to bottom). |    |    |    |    | Write numbers 0-5. Represent a number of objects with a written numeral 0-5.                              |    |    |    |    |
| Recognizes and names all uppercase letters in isolation and in connected text.       |    |    |    |    | Count and work with numbers 0-5. This is one to one correspondence.                                       |    |    |    |    |
| Recognizes and names all lowercase letters in  |    |    |    |    | Work with numbers 0-5 in a line, array, and circle.   |    |    |    |    |
| isolation and in connected text.   |    |    |    |    | Write numbers 0-10. Represent a number of objects   |    |    |    |    |
| Identifies and manipulates sounds in single-syllable                                 |    |    |    |    | with a written numeral 0-10.  |    |    |    |    |
| words such as: beginning/middle/ending sounds/<br>and rhyming words.                 |    |    |    |    | Understand the relationship between numbers and quantities for values 0-10. (This includes one to one     |    |    |    |    |
| Knows and applies grade-level phonics and word                                       |    |    |    |    | correspondence and recognizing that the last  |    |    |    |    |
| analysis skills in decoding (sound out) words (in                                    |    |    |    |    | number name said tells the number of objects  |    |    |    |    |
| isolation and in text).  |    |    |    |    | counted.)   |    |    |    | _  |
| Knows and applies grade-level phonics and word                                       |    |    |    |    | Work with numbers 0-10 in a line, array, and circle.  |    |    |    |    |
| analysis skills in encoding (spelling) words in                                      |    |    |    |    | Identify whether the number of objects in one group is greater than, less than, or equal to the number of |    |    |    |    |
| isolation and in writing.  |    |    |    |    |   |    |    |    |    |
| Reads grade-level text with accuracy and fluency.                                    |    |    |    |    | objects in another group.   |    |    |    | -  |
| Reads high-frequency and sight words that have been introduced with automaticity.    |    |    |    |    | Compare two numbers between 1 and 10 presented as written numerals.                                       |    |    |    |    |
| Demonstrates command of the conventions of standard English grammar and usage when   |    |    |    |    | Count to 100 by ones, fives, and tens. Count backward from 10.  |    |    |    |    |
| speaking and in writing (including capitalization and                                |    |    |    |    | Count from a given number up to 100.  |    |    |    |    |
| punctuation with adult support).   |    |    |    |    | Write numbers 0-20. Represent a number of objects   |    |    |    |    |
| Reading Standards: Key Ideas and Details   |    |    | •  |    | within a written numeral.   |    |    |    |    |
| With prompting and support, asks and answers   |    |    |    |    | Count and work with numbers 0-20. This is   |    |    |    |    |
| questions about key details in texts read aloud.                                     |    |    |    |    | one-to-one correspondence.  |    |    |    |    |
| With prompting and support, retells familiar stories,                                |    |    |    |    | Work with numbers 0-20 in a line, array, and a circle.  |    |    |    |    |
| including characters, setting, and events.   |    |    |    |    | Operations & Algebraic Thinking   |    |    |    | -  |
| With prompting and support, orally identifies  |    |    |    |    | Decompose numbers 0-5 into pairs in more than one   |    |    |    |    |
| characters, settings, and major events in a story.                                   |    |    |    |    | way.  |    |    |    |    |

#### **Grade Indicators**

| М | Mastery        |
|---|----------------|
| S | Satisfactory   |
| Ν | Needs Improv.  |
| U | Unsatisfactory |

#### **Attendance Totals**

Class: 000003 / 001 KK Academics

| Excused   | 0 |
|-----------|---|
| Unexcused | 0 |
| Tardy     | 0 |
|           |   |

1 of 3

# **Report Card**



2 of 3

Grade: K

| With prompting and support, orally compares and contrasts the adventures and experiences of characters in familiar stories.       Represent addition and subtraction with objects, in figures, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.         Reads stories and poems of appropriate complexity for Kindergarten.       For any number 0-5, find the number that makes 5         With prompting and support, identifies the main topic and retells key details of text read aloud.       Add and subtract within 10 to solve contextual problems using objects or drawings to represent the text.         Uses illustrations and text features to understand a text.       problems using objects or drawings to represent the problem.         With prompting and support, identifies the reasons an author provides to support points in a text (s).       For any number 1-9, find the number that makes 10         With prompting and support, orally identifies basic similarities and differences between two individuals, events, ideas, or pieces of informational text so on the same topic.       For any number - 5. find the number int naises 10         With prompting and support, reads informational texts on the same topic.       Sort and count objects 0-5 into given categories.         Speaking & Listening       Sort and count objects 0-5 into given categories.         Spreaking & Listening Participates in small and large group discussions.       Expresses thoughts, feelings, and ideas through bescript with group size.         Spreaking & Listening Participates in small and large group discussions.       Expresses thoughts, feelings, and idea |  |
|---|--|
| for Kindergarten.       For any number 0-5, find the number that makes 5         With prompting and support, identifies the main topic and retalls of text read aloud.       Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.         With prompting and support, describes the connections (similarities and/or differences)       Decompose numbers less than or equal to 10 into pairs in more than one way.         between two individuals, events, ideas, or pieces of information in a text(s).       For any number 1-9, find the number that makes 10         With prompting and support, identifies the reasons an author provides to support points in a text.       Strategies.         With prompting and support, reads informational texts of appropriate complexity for Kindergarten.       Strategies.         With prompting and support, orally identifies basic similarities and differences between two texts on the same topic.       Number & Operations in Base 10         With prompting and support, reads informational texts of appropriate complexity for Kindergarten.       Sort and count objects 0-5 into given categories.         Speaking & Listening       Sort and count objects 0-10 into given categories.       Bescribe measurable attributes of objects, such as length or weight.         Writing       Uses and subract within 10 using mental subract within 10 using mental strategies.       Sort and count objects 0-5 into given categories.         With prompting and support, orally identifies basic       Decompose numbers is subract within 10 using mental strategies.   |  |
| topic and retells key details of text read aloud.       Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.         With prompting and support, describes the connections (similarities and/or differences)       Decompose numbers less than or equal to 10 into pairs in more than one way.         between two individuals, events, ideas, or pieces of information in a text(s).       With prompting and support, identifies the reasons an author provides to support points in a text.       For any number 1-9, find the number.         With prompting and support, identifies basic similarities and differences between two texts on the same topic.       Fluently add and subtract within 10 using mental strategies.         With prompting and support, reads informational texts of appropriate complexity for Kindergarten.       Measurement & Data         Speaking & Listening       Sort and count objects 0-10 into given categories alength.         Participates in small and large group discussions.       Expresses thoughts, feelings, and ideas through speaking.         Writing       Directly compare two objects with a measurable attribute in common.         Writes legibly.       Directly compare two objects by the reading and support, produces clear and coherent witing in which the development, organization, and style are appropriate to task, puppose (narrative, informative, opinion), and audience.       Directly compare two objects by their position.         Correctly on this set would be appropriate to task, puppose (narrative, informative, opinion), and audience.       Directly compare two and three-dimensiona                   |  |
| text.       problem.       problem.         With prompting and support, describes the connections (similarities and/or differences) between two individuals, events, ideas, or pieces of information in a text(s).       Decompose numbers less than or equal to 10 into pairs in more than one way.         With prompting and support, identifies the reasons an author provides to support points in a text.       Fluently add and subtract within 10 using mental strategies.         With prompting and support, orally identifies basic similarities and differences between two texts on the same topic.       Number & Operations in Base 10         With prompting and support, reads informational texts of appropriate complexity for Kindergarten.       Sort and count objects 0-5 into given categories.         Speaking & Listening       Sort and count objects 0-5 into given categories and compare group size.         Participates in small and large group discussions.       Describe measurable attributes of objects, such as length or weight.         Writes legibly.       Writes legibly.       Directly compare the vole, divent and recognize the value of each.         Writes legibly.       Identify the penny, nickel, dime, and quarter and recognize the value of each.         Geometry       Describe objects by their position.         Organization, and style are appropriate to task, puppose (narrative, informative, opinion), and audience.       Each organization or size.   |  |
| connections (similarities and/or differences)       pairs in more than one way.       pairs in more than one way.         between two individuals, events, ideas, or pieces of information in a text(s).       For any number 1-9, find the number that makes 10         With prompting and support, identifies the reasons an author provides to support, orally identifies basic similarities and differences between two texts on the same topic.       Fluently add and subtract within 10 using mental strategies.         With prompting and support, reads informational texts of appropriate complexity for Kindergarten.       Measurement & Data         Speaking & Listening       Sort and count objects 0-5 into given categories.       Sort and count objects 0-10 into given categories.         Participates in small and large group discussions.       Describe measurable attributes of objects, such as length or weight.       Directly compare two objects with a measurable attributes of objects, such as length or weight.         Writing       Directly compare two objects with a measurable attribute in common.       Directly compare two objects with a measurable attribute of each.         Writing uidence and support, produces clear and coherent writing in which the development, organization, and style are appropriate to task, pupose (narrative, informative, opinion), and audience.       Directly compare two and three-dimensional shapes         Revises writing through self-reflection with       To correctly name two and three-dimensional shapes       To correctly name tase one shapes  |  |
| information in a text(s).       when added to a given number.         With prompting and support, identifies the reasons an author provides to support points in a text.       Fluently add and subtract within 10 using mental strategies.         With prompting and support, orally identifies basic similarities and differences between two texts on the same topic.       Number & Operations in Base 10         With prompting and support, reads informational texts of appropriate complexity for Kindergarten.       Measurement & Data         Speaking & Listening       Sort and count objects 0-5 into given categories.         Participates in small and large group discussions.       and compare group size.         Expresses thoughts, feelings, and ideas through speaking.       Directly compare two objects with a measurable attributes of objects, such as length or weight.         Writes legibly.       With guidance and support, produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose (narrative, informative, opinion), and audience.       Geometry         Revises writing through self-reflection with       Correctly name two and three-dimensional shapes  |  |
| an author provides to support points in a text.       strategies.         With prompting and support, orally identifies basic similarities and differences between two texts on the same topic.       Number & Operations in Base 10         With prompting and support, reads informational texts of appropriate complexity for Kindergarten.       Measurement & Data         Speaking & Listening       Sort and count objects 0-5 into given categories.         Participates in small and large group discussions.       Describe measurable attributes of objects, such as length or weight.         Writing       Directly compare two objects with a measurable attribute in common.         Writes legibly.       Directly compare two objects by their position.         With guidance and support, produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose (narrative, informative, opinion), and audience.       Describe objects by their position.         Revises writing through self-reflection with       regardless of orientation or size.       Identify the common or size.  |  |
| similarities and differences between two texts on       Image: Compose and decompose numbers from 11-19 into         the same topic.       Compose and decompose numbers from 11-19 into         With prompting and support, reads informational       Image: Compose and some more ones.         texts of appropriate complexity for Kindergarten.       Sort and count objects 0-5 into given categories.         Speaking & Listening       Sort and count objects 0-10 into given categories.         Participates in small and large group discussions.       Sort and count objects 0-10 into given categories and compare group size.         Expresses thoughts, feelings, and ideas through speaking.       Describe measurable attributes of objects, such as length or weight.         Writing       Directly compare two objects with a measurable attribute in common.         Writes legibly.       Directly compare two objects with a measurable attribute in common.         Writes legibly.       Directly compare two objects by the and quarter and recognize the value of each.         Organization, and style are appropriate to task, purpose (narrative, informative, opinion), and audience.       Describe objects by their position.         Revises writing through self-reflection with       Correctly name two and three-dimensional shapes regardless of orientation or size.  |  |
| the same topic.       ten ones and some more ones.         With prompting and support, reads informational texts of appropriate complexity for Kindergarten.       Sort and count objects 0-5 into given categories.         Speaking & Listening       Sort and count objects 0-10 into given categories.         Participates in small and large group discussions.       Sort and count objects 0-10 into given categories.         Expresses thoughts, feelings, and ideas through speaking.       Describe measurable attributes of objects, such as length or weight.         Writing       Directly compare two objects with a measurable attribute in common.         Writes legibly.       Directly compare two objects with a measurable attribute in common.         With guidance and support, produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose (narrative, informative, opinion), and audience.       Geometry         Revises writing through self-reflection with       Escribe objects by their position.       Correctly name two and three-dimensional shapes regardless of orientation or size.  |  |
| With prompting and support, reads informational texts of appropriate complexity for Kindergarten.       Measurement & Data         Speaking & Listening       Sort and count objects 0-5 into given categories.         Participates in small and large group discussions.       Sort and count objects 0-10 into given categories and compare group size.         Expresses thoughts, feelings, and ideas through speaking.       Describe measurable attributes of objects, such as length or weight.         Writing       Directly compare two objects with a measurable attribute in common.         Writes legibly.       Directly the penny, nickel, dime, and quarter and recognize the value of each.         Organization, and style are appropriate to task, purpose (narrative, informative, opinion), and audience.       Describe objects by their position.         Revises writing through self-reflection with       Correctly name two and three-dimensional shapes regardless of orientation or size.  |  |
| texts of appropriate complexity for Kindergarten.       Sort and count objects 0-5 into given categories.         Speaking & Listening       Sort and count objects 0-10 into given categories.         Participates in small and large group discussions.       and compare group size.         Expresses thoughts, feelings, and ideas through speaking.       Describe measurable attributes of objects, such as length or weight.         Writing       Directly compare two objects with a measurable attribute in common.         Writes legibly.       Directly compare two objects with a measurable attribute in common.         With guidance and support, produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose (narrative, informative, opinion), and audience.       Identify the penny, nickel, dime, and quarter and recognize the value of each.         Revises writing through self-reflection with       Correctly name two and three-dimensional shapes regardless of orientation or size.   |  |
| Speaking & Listening       Sort and count objects 0-10 into given categories         Participates in small and large group discussions.       Describe measurable attributes of objects, such as length or weight.         Expresses thoughts, feelings, and ideas through speaking.       Describe measurable attributes of objects, such as length or weight.         Writing       Directly compare two objects with a measurable attribute in common.         Writes legibly.       Identify the penny, nickel, dime, and quarter and coherent writing in which the development, organization, and style are appropriate to task, purpose (narrative, informative, opinion), and audience.         Revises writing through self-reflection with       Describe objects by their position.   |  |
| Participates in small and large group discussions.       and compare group size.         Expresses thoughts, feelings, and ideas through speaking.       bescribe measurable attributes of objects, such as length or weight.         Writing       Directly compare two objects with a measurable attribute in common.         Writes legibly.       Directly compare two objects with a measurable attribute in common.         With guidance and support, produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose (narrative, informative, opinion), and audience.       Identify the penny, nickel, dime, and quarter and recognize the value of each.         Revises writing through self-reflection with       Correctly name two and three-dimensional shapes regardless of orientation or size.   |  |
| Expresses thoughts, feelings, and ideas through speaking.       Describe measurable attributes of objects, such as length or weight.         Writing       Directly compare two objects with a measurable attribute in common.         Writes legibly.       Directly compare two objects with a measurable attribute in common.         With guidance and support, produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose (narrative, informative, opinion), and audience.       Identify the penny, nickel, dime, and quarter and recognize the value of each.         Revises writing through self-reflection with       Correctly name two and three-dimensional shapes regardless of orientation or size.  |  |
| speaking.       length or weight.       length or weight.         Writing       Directly compare two objects with a measurable attribute in common.         With guidance and support, produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose (narrative, informative, opinion), and audience.       Identify the penny, nickel, dime, and quarter and recognize the value of each.         Bevises writing through self-reflection with       Describe objects by their position.       Image: Correctly name two and three-dimensional shapes regardless of orientation or size.  |  |
| Writes legibly.       attribute in common.       attribute in common.         With guidance and support, produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose (narrative, informative, opinion), and audience.       Identify the penny, nickel, dime, and quarter and recognize the value of each.       Identify the penny, nickel, dime, and quarter and recognize the value of each.         Revises writing through self-reflection with       Image: Correctly name two and three-dimensional shapes regardless of orientation or size.       Image: Correctly name two and three dimensional shapes regardless of orientation or size.   |  |
| With guidance and support, produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose (narrative, informative, opinion), and audience.       Identify the penny, nickel, dime, and quarter and recognize the value of each.         Bescribe objects by their position.       Correctly name two and three-dimensional shapes regardless of orientation or size.  |  |
| coherent writing in which the development,       recognize the value of each.       Image: Coherent writing in which the development,         organization, and style are appropriate to task,       Describe objects by their position.       Image: Coherent writing through self-reflection with         Revises writing through self-reflection with       Image: Coherent writing through self-reflection with       Image: Coherent writing through self-reflection with       Image: Coherent writing through self-reflection with   |  |
| purpose (narrative, informative, opinion), and       Describe objects by their position.         audience.       Correctly name two and three-dimensional shapes         Revises writing through self-reflection with       regardless of orientation or size.  |  |
| audience.       Correctly name two and three-dimensional shapes         Revises writing through self-reflection with       Correctly name two and three-dimensional shapes  |  |
| Revises writing through self-reflection with regardless of orientation or size.   |  |
|   |  |
|   |  |
|   |  |
| Participates in shared research and writing projects. Analyze and compare two and three-dimensional   |  |
| shapes.   |  |

## Grade Indicators

| М | Mastery        |
|---|----------------|
| S | Satisfactory   |
| N | Needs Improv.  |
| U | Unsatisfactory |

## Attendance Totals

| Excused   | 0 |
|-----------|---|
| Unexcused | 0 |
| Tardy     | 0 |

| Report Card                        |          |    |    | C          |  |    | rincipal<br>School Y |    | 2018-19 |
|------------------------------------|----------|----|----|------------|--|----|----------------------|----|---------|
| Grade: K                           |          |    |    |            |  |    |                      |    | 3 of 3  |
| Class: 000052 / 001 PE<br>Teacher: |          |    |    |            | Model shapes in the world by drawing 2D shapes and building 3D shapes. |    |                      |    |         |
|                                    | Q1       | Q2 | Q3 | Q4         | Compose simple shapes to form larger shapes.                           |    |                      |    |         |
| Class Grade                        |          |    |    |            |  |    |                      |    |         |
| PE                                 |          |    |    |            | Class: 09685A / 001 Homeroom   |    |                      |    |         |
| PE                                 |          |    |    |            | Teacher:   |    |                      |    |         |
| Conduct                            |          |    |    |            |  | Q1 | Q2                   | Q3 | Q4      |
|                                    |          |    |    |            | Class Grade  |    |                      |    |         |
| Class: 000080 / 001 Art            |          |    |    |            | Work Habits  |    |                      |    |         |
| Teacher:                           |          |    |    |            | Follows directions   |    |                      |    |         |
|                                    | Q1       | Q2 | Q3 | Q4         | Listens attentively  |    |                      |    |         |
| Class Grade                        |          |    |    |            | Finishes work on time  |    |                      |    |         |
| Art                                |          | 1  |    |            | Vorks independently  |    |                      |    |         |
| Art                                |          |    |    |            | Stays on task  |    |                      |    |         |
| Conduct                            |          |    |    |            | Takes responsibility for supplies and belongings                       |    |                      |    |         |
|                                    |          |    |    |            | Conduct  |    |                      |    |         |
| Class: 000092 / 001 Music          |          |    |    |            | Works and plays cooperatively  |    |                      |    |         |
| Teacher:                           |          |    |    |            | Respects others  | -  |                      |    |         |
|                                    | Q1       | Q2 | Q3 | Q4         | Exercises self control in classroom, hall, bathroom,                   |    |                      |    |         |
| Class Grade                        | <b>~</b> | ~~ |    | <u>~</u> . | cafeteria, playground  |    |                      |    |         |
| Music                              |          | 1  | I  | 1          |  |    |                      |    |         |
| Music                              |          |    |    |            | ]  |    |                      |    |         |
| Conduct                            |          |    |    |            | 1  |    |                      |    |         |

## Grade Indicators

| М | Mastery        |
|---|----------------|
| S | Satisfactory   |
| N | Needs Improv.  |
| U | Unsatisfactory |

# Attendance Totals

| Excused   | 0 |
|-----------|---|
| Unexcused | 0 |
| Tardy     | 0 |