

Student: \_\_\_\_\_  
 Student ID: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 Generated on: **08/18/2017 02:54:12 PM**

ATTENDANCE				
Term	Q1	Q2	Q3	Q4
Days Present	10	0	0	0
Days Absent	0	0	0	0
Periods Tardy	0	0	0	0

ELEMENTARY CREDITS				
	Term			
	Q1	Q2	Q3	Q4
<b>ELEMENTARY SCHOOL</b>				
Final Grade				

KINDERGARTEN - NEW				
	Term			
	Q1	Q2	Q3	Q4
<b>LANGUAGE ARTS</b>				
<b>READING COMPREHENSION</b>				
With prompting and support, ask and answer questions about key details in a text, retell familiar stories, including key details, and identify characters, settings, and major events in a story.				
With prompting and support, ask and answer questions about unknown words in a text.				
Recognize common types of texts (e.g., storybooks, poems).				
With prompting and support, name the author and illustrator of a story or text and define the role of each in telling the story, and describe the relationship between illustrations and the story or text (how illustrations support the text).				
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.				
With prompting and support, ask and				

KINDERGARTEN - NEW				
	Term			
	Q1	Q2	Q3	Q4
answer questions about key details in a text, identify the main topic (main idea) and retell key details of a text (supporting details), and describe the connection between two individuals, events, ideas, or pieces of information in a text.				
Identify the front cover, back cover, and title page of a book.				
With prompting and support, identify the reasons an author gives to support points in a text.				
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).				
<b>READING FOUNDATIONAL SKILLS</b>				
Reads common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) Reads emergent-reader texts with purpose and understanding.				
Follow words from left to right, top to bottom, and page-by-page.				
Recognize and name all upper and lowercase letters of the alphabet.				
Recognize and produce rhyming words.				
Count, pronounce, blend, and segment syllables in spoken words.				
Blend and segment onsets and rimes of single-syllable spoken words.				
Isolate and pronounce the beginning, middle, and end sounds in words with three sounds.				
Add or substitute individual sounds in simple, one-syllable words to make new words. (cat changes to hat)				
Knows all letter sounds and the long and short sounds for each vowel.				
<b>WRITING</b>				
Use drawing/dictating/writing to state a topic/name of book & state preference about topic/book				

KINDERGARTEN - NEW				
	Term			
	Q1	Q2	Q3	Q4
Use drawing/dictating/writing to compose informative/explanatory writing about information on topic				
Use drawing/dictating/writing to narrate a single event or loosely linked events in order & provide reaction to events				
With support, responds to questions and suggestions to strengthen writing				
With support, use tools, including digital tools, to collaborate, produce, and publish writing				
With support, participate in shared research and writing projects/ recall information from experiences and sources				
<b>MATH</b>				
<b>FLUENCY EXPECTATION</b>				
Add and subtract within 5 using mental math strategies				
<b>COUNTING AND CARDINALITY</b>				
Count to 100 by ones and by tens starting with any number				
Write and represent the number of objects using numerals from 0 to 20				
Count to tell the number of objects from any given number (including pennies within 20) and express the last number as the total				
Compare objects and numerals as greater than, less than, or equal to				
<b>NUMBERS AND OPERATIONS</b>				
Put together and take apart numbers from 11–19 into a ten and ones (to gain foundations for place value)				
<b>OPERATIONS AND ALGEBRAIC THINKING</b>				
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.				
<b>MEASUREMENT &amp; DATA</b>				
Describe and compare measurable attributes of objects				
Classify objects and count the number of objects in categories				

To Parent/Guardian of

KINDERGARTEN - NEW				
	Term			
	Q1	Q2	Q3	Q4
<b>GEOMETRY</b>				
Describe objects using the terms above, below, beside, in front of, behind, and next to				
Identify and describe the names of shapes				
Identify, create, analyze and compare two and three dimensional shapes				
Model shapes in the world by building shapes with common materials and drawings.				
Compose simple shapes to form larger shapes				
<b>STANDARDS OF MATHEMATICAL PRACTICE</b>				
Makes sense of problems & perseveres in solving them				
Reasons abstractly and quantitatively				
Constructs viable arguments & critiques the reasoning of others				
Models with mathematics				
Uses appropriate tools strategically				
Attends to precision				
Looks for and makes use of structure				
Looks for and expresses regularity of repeated reasoning				
<b>SOCIAL STUDIES</b>				
Demonstrates an understanding of concepts and participates in discussions				
<b>SCIENCE</b>				
Uses science and engineering practices and reasoning skills to explore and understand science concepts				
<b>ENRICHMENT</b>				
Physical Education				
Music				
Health				
World Language				
<b>BEHAVIORS THAT SUPPORT LEARNING</b>				
Expresses emotions and needs through appropriate words and actions				
Asks questions and seeks help when needed				
Follows oral and written directions				

KINDERGARTEN - NEW				
	Term			
	Q1	Q2	Q3	Q4
Works independently				
Works cooperatively				
Participates in class				
Completes homework				
Displays motivation for learning				
Produces best work				
Displays self control				