



Student Information	
Student Name:	
Student ID:	
School Year:	2014-2015
Grade:	KG
Teacher	

School Information	
School Name:	
Principal:	
School Phone:	
School Address:	

Academic Performance Key		
5	<b>Exemplary</b>	The student consistently demonstrates mastery of the grade level standards. With relative ease the student grasps, applies and extends processes and skills for the grade level. Above grade level standards/expectations.
4	<b>Proficient</b>	The student demonstrates understanding of the grade level standards and can apply concepts in a variety of contexts; meeting grade level standards/expectations.
3	<b>Approaching Proficient</b>	The student is beginning to, and occasionally does, meet grade level standards. The student is beginning to grasp and apply key processes and skills for their grade level, but produces work that contains errors. Is approaching achievement of grade level standards/expectations.
2	<b>Not Yet Proficient</b>	The student is not meeting grade level standards and is working one or more years below grade level. Limited achievement of the grade level standards/expectations.
1	<b>Insufficient Evidence Towards Standard</b>	Proficiency cannot be determined due to missing assignments, and/or length of time in school.
X	<b>Not Applicable</b>	The standard was not taught or assessed this semester. X's are given because the entire curriculum cannot be taught at once. While some learning standards will be addressed throughout the entire year, others are phased in as the school year progresses.

READING	S1	S2
<b>Foundational Skills (Phonics, Word Recognition, Fluency)</b>		
Print Concepts: Follow words from left to right, top to bottom, and page by page. Name all upper and lower case letters of the alphabet.		
Phonological Awareness: Count, blend, and segment syllables in spoken words. Recognize and produce rhyming words.		
Phonics and Word Recognition: Name all letter sounds. Read high frequency words by sight.		
Fluency: Accurately process grade level print with expression at an appropriate rate.		
<b>Literature and Informational Text</b>		
Key Ideas and Details: With prompting and support ask and answer questions about text, retell stories, identify main topic.		
Craft and Structure: With prompting and support, ask and answer questions about unknown words in text, identify the author and illustrator, recognize type of text (storybook, poems).		
Integration of Knowledge and Ideas: With prompting and support describe the relationship between illustrations and the text, compare and contrast two texts on the same topic.		
Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.		

WRITING	S1	S2
<b>Text Types and Purposes</b>		
Ideas and Content: Use a combination of drawing, dictating, and writing to state an opinion, explain something, or narrate about a topic and supply information about the topic.		
Organization: Narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and supply a reaction to what happened.		
<b>Production and Distribution of Writing</b>		
Answer questions about own writing, listen to ideas teacher and peers have about writing, add details to help the reader understand the writing.		
<b>Research to Build and Present</b>		
Participate in shared research and writing projects.		

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<b>LANGUAGE</b>	<b>S1</b>	<b>S2</b>
<b>Conventions of Standard English</b>		
Print upper and lower case letters.		
Capitalize the first word in a sentence, recognize end punctuation, spell simple words phonetically.		
Understand and use question words (e.g., who, what, when, where, why, how).		
Share ideas and respond to questions using complete sentences when writing and speaking.		
<b>Vocabulary Acquisition and Use</b>		
Identify and use words with more than one meaning, use affixes (prefixes/suffixes) to identify and define unknown words.		
Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.		

<b>SPEAKING AND LISTENING</b>	<b>S1</b>	<b>S2</b>
Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topic and texts under discussion).		
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
Audibly express thoughts, feelings, and ideas clearly.		

<b>MATHEMATICS</b>	<b>S1</b>	<b>S2</b>
<b>Counting and Cardinality</b>		
Count to 100 by ones and tens; count on from a number other than 1 up to 100. CC.1&2		
Write numbers from 0 to 20. Represent a group of objects with a written numeral 0-20. CC.3		
Count objects in a group correctly (each object counted only once). Explain counting strategy. CC.4		
Count objects up to 20 in a variety of arrangements. Show the correct number of objects when given a number between 1 and 20. CC.5		
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Compare two numbers between 1 and 10. CC.6&7		
<b>Operations and Algebraic Thinking</b>		
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Identify the mathematical symbols used to show addition and subtraction. OA.1		
Add and subtract numbers within 10; solve addition and subtraction word problems using objects and drawings. OA.2		
Decompose (break apart) numbers to 10 using objects or drawings and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ). OA.3		
Determine the number to add a given number 1-9 to make 10, and show the answer with a drawing or equation. OA.4		
Fluently add and subtract the numbers 1-5. OA.5		
<b>Number and Operations in Base Ten</b>		
Compose (put together) or decompose (break apart) numbers 11-19 as a ten and some ones, and show the work with a drawing or equation. NBT.1		
<b>Measurement and Data</b>		
Classify (sort) objects into categories (groups); determine the number of objects in each category; classify the categories by number or count. MD.3		
<b>Geometry</b>		
Describe objects in the environment using names of shapes, and describe the position of the objects as above, below, beside, in front of, behind, and next to. G.1		
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres); correctly name shapes regardless of their orientations or overall size. G.2		

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<b>SCIENCE</b>	<b>S1</b>	<b>S2</b>
Understand the concepts of units taught (Life Science, Earth Science, Physical Science). SC.1		
Use the Scientific Inquiry process to pose questions and investigate the natural world. SC.2		

<b>SOCIAL SCIENCE</b>	<b>S1</b>	<b>S2</b>
Understand the concepts of units taught (Civics/Government, Economics, History, and Geography). SS.1		

<b>HEALTH</b>	<b>S1</b>	<b>S2</b>
Understand the concepts of units taught (Healthy decisions on matters concerning personal, family and community health). HL.1		

<b>PHYSICAL EDUCATION</b>	<b>S1</b>	<b>S2</b>
Be actively engaged and participate. PE.1		
Demonstrate competency in motor skills and movement patterns. PE.2		

<b>MUSIC EDUCATION</b>	<b>S1</b>	<b>S2</b>
Sing with appropriate range and tone. M.1		
Perform on instruments with appropriate technique. M.2		
Read and perform music from notation. M.3		

<b>APPLICATION OF LIFE SKILLS ('X' = Student Needs Improvement)</b>	<b>S1</b>	<b>S2</b>
<b><i>Work Ethic</i></b>		
Shows positive attitude towards learning		
Works Independently		
Participates in group activities		
Follows directions		
Strives for quality work		
Listens attentively		
<b><i>Responsibility and Integrity</i></b>		
Takes responsibility for choices and actions		
Follows school routines and expectations		
Makes appropriate transitions between activities		
Organizes self, materials, and belongings		
Solves problems appropriately		
Completes classroom assignments on time		
Completes and returns homework on time		
<b><i>Compassion and Respect</i></b>		
Demonstrates respect for adults		
Respects individual differences and rights of other students		
Respects school environment and materials		

Student:

Teacher:

ATTENDANCE	S1	S2
Days Present		
Days Absent		
Days Tardy		

**TEACHER COMMENTS**

**Semester 1**

**Semester 2**

**SCHOOL MESSAGE**