

Attendance		S1	S2	Support Services		Keys for Academic Performance			
Days Absent						1	Below performance expectations at this time	2	Approaching performance expectations at this time
Days Tardy						3	Meeting performance expectations at this time	4	Exceeding performance expectations at this time
Days Present						NA	Not assessed at this time	IEP	Individualized Education Plan
Term Comments		Key for 21st Century Skills				Mathematics			
		C	Consistently	O	Often				
		S	Sometimes	R	Rarely				
		21st Century Skills			S1	S2			
		Citizenship			<input type="checkbox"/>	<input type="checkbox"/>	Counting and Cardinality		
		<ul style="list-style-type: none"> <li>Follows limits and expectations</li> <li>Solves social problems</li> </ul>					K.CC Compare Numbers		
		Collaboration			<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Compares numbers: identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group; compares two written numerals.</li> </ul>		
		<ul style="list-style-type: none"> <li>Interacts with peers</li> <li>Balances needs of self and others</li> </ul>					K.CC Know number names and the count sequence		
		Communication			<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Knows number names and the count sequence: counts to 100 by ones and by tens; counts forward from a given number (instead of beginning at 1); writes numbers from 0 to 20; represents a number of objects with a written numeral 0-20.</li> </ul>		
		<ul style="list-style-type: none"> <li>Engages in conversations</li> </ul>					K.CC Count to tell the number of objects		
		Creativity			<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Counts to tell the number of objects: understands the last number name said tells the number of objects counted; counts to answer 'how many?' questions about as many as 20 items.</li> </ul>		
		<ul style="list-style-type: none"> <li>Thinks symbolically</li> </ul>					K.OA Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.		
		Critical Thinking			<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Understands addition as putting together and adding to, and subtraction as taking apart and taking from; decomposes numbers less than or equal to 10; fluently adds and subtracts within 5.</li> </ul>		
		<ul style="list-style-type: none"> <li>Solves problems</li> </ul>					K.NBT Work with numbers 11-19 to gain foundations for place value.		
		Growth Mindset			<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Understands/models numbers 11-19 as ten ones and some more ones to gain foundation for place value.</li> </ul>		
		<ul style="list-style-type: none"> <li>Persists</li> <li>Manages feelings</li> <li>Takes care of own needs appropriately</li> <li>Attends and engages</li> </ul>					K.MD Describe and compare measurable attributes.		
							<ul style="list-style-type: none"> <li>Describe and compare measurable attributes.</li> </ul>		
							K.MD Classify objects and count the number of objects in each category.		
							<ul style="list-style-type: none"> <li>Classify objects and count the number of objects in each category.</li> </ul>		
							K.G Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).		
							<ul style="list-style-type: none"> <li>Identifies and describes shapes.</li> </ul>		
							K.G Analyze, compare, create, and compose shapes.		
							<ul style="list-style-type: none"> <li>Analyzes, compares, creates and composes shapes.</li> </ul>		
							Participates in math problem solving activities		
							<ul style="list-style-type: none"> <li>Participates in math problem solving activities.</li> </ul>		
							Identifies the information in a math problem		
							<ul style="list-style-type: none"> <li>Identifies the information in a math problem.</li> </ul>		
							Identifies the question to be answered		
							<ul style="list-style-type: none"> <li>Identifies the question to be answered.</li> </ul>		
							Mathematics Progress + Significant ✓ Steady – Minimal		
						Speaking and Listening			
						S1	S2		
								Comprehension and Collaboration	
						<ul style="list-style-type: none"> <li>Participates in conversations with partners about topics/texts, follows rules for discussion, and exchanges ideas</li> <li>Asks and answers questions to clarify ideas or gather information</li> </ul>			
								Presentation of Knowledge and Ideas	
						<ul style="list-style-type: none"> <li>Adds description, detail, and speaks clearly about ideas</li> </ul>			
								Comprehension and Collaboration	
						Comprehension and Collaboration			
								Presentation of Knowledge and Ideas	
						Presentation of Knowledge and Ideas			
Ensuring each student learns to high standards.									

Reading	S1	S2	Student:	2
<b>Print Concepts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Science</b>	<b>S1 S2</b>
<ul style="list-style-type: none"> <li>Understands the organization of print; knows left to right, top to bottom, and spacing between word</li> <li>Recognizes and names all upper and lowercase letters of the alphabet</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	Life Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: Animals can be classified by their structures, behaviors and what they need to survive. (Kit: Animals Two by Two)	<input type="checkbox"/> <input type="checkbox"/>
<b>Phonological Awareness</b>	<input type="checkbox"/>	<input type="checkbox"/>	Physical Science with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: Physical properties of objects affect the way they move on a flat surface and how they move on ramps (Kit: Balls and Ramps)	<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Demonstrates understanding of spoken words, syllables, and sounds (phonemes)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	Engineering Design with application of NGSS Science and Engineering Practices and NGSS Crosscutting Concepts: Engineering problems can be solved by asking questions, making observations, gathering information, and designing, testing and comparing possible solutions (Engineering Design Challenges: Building Bridges, Towers and Ramps)	<input type="checkbox"/> <input type="checkbox"/>
<b>Phonics and Word Recognition</b>	<input type="checkbox"/>	<input type="checkbox"/>	Overall Progress Science	
<b>Fluency</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Science Progress</b> + Significant ✓ Steady – Minimal	<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Reads emergent-reader texts with purpose and understanding</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Social Studies</b>	<b>S1 S2</b>
<b>Language/Vocabulary</b>	<input type="checkbox"/>	<input type="checkbox"/>	Social Studies	<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Determines or clarifies meanings of unknown or multiple-meaning word</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	Overall Progress Social Studies	
<b>Key Ideas and Details</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Social Studies Progress</b> + Significant ✓ Steady – Minimal	<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>With support, asks and answers questions about details in a text; retells familiar stories and identifies the main topic of an informational text with details</li> <li>With support, identifies characters, settings, and major events in a story; describes the connection between two ideas or pieces of information with informational texts</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Health and Fitness</b>	<b>S1 S2</b>
<b>Craft and Structure</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Health and Fitness</b>	
<ul style="list-style-type: none"> <li>Asks and answers questions about unknown words</li> <li>Recognizes common types and parts of a text</li> <li>With support, names the author and illustrator of a text; defines the role of author/illustrator in telling the story or presenting information</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Students will demonstrate competency in a variety of motor skills, movement patterns, and spatial awareness</li> <li>Students will exhibit responsible personal and social behavior that respects self and others.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Integration of Knowledge and Ideas</b>	<input type="checkbox"/>	<input type="checkbox"/>	Overall Progress Health and Fitness	
<ul style="list-style-type: none"> <li>With support, describes the relationship between illustrations and the text</li> <li>With support, identifies the reasons an author gives to support points in a text</li> <li>With support, compares/contrasts experiences of characters in stories and between two informational texts on the same topic</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Health and Fitness Progress</b> + Significant ✓ Steady – Minimal	<input type="checkbox"/> <input type="checkbox"/>
<b>Range of Reading and Level or Text Complexity</b>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Visual Art</b>	<b>S1 S2</b>
<ul style="list-style-type: none"> <li>Actively engages in grade level appropriate reading activities with purpose and understanding</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Visual Art</b>	
<b>Overall Progress Reading</b>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Demonstrates and applies visual art skills and concepts</li> <li>Uses creative process to develop ideas</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>
<b>Reading Progress</b> + Significant ✓ Steady – Minimal	<input type="checkbox"/>	<input type="checkbox"/>	Overall Progress Art	
	<input type="checkbox"/>	<input type="checkbox"/>	<b>Visual Art Progress</b> + Significant ✓ Steady – Minimal	<input type="checkbox"/> <input type="checkbox"/>
<b>Writing</b>	<b>S1</b>	<b>S2</b>	<b>Music</b>	<b>S1 S2</b>
<b>Text Types and Purposes</b>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates and applies music skills and concepts	<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Uses a combination of drawing, dictating, and writing to compose informative/explanatory text with details</li> <li>Uses a combination of drawing, dictating, and writing to narrate events in order with details</li> <li>Uses a combination of drawing, dictating, and writing to compose opinion writing with details</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Demonstrates and applies music skills and concepts</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>
<b>Production and Distribution of Writing</b>	<input type="checkbox"/>	<input type="checkbox"/>	Contributes to positive group activities by participating appropriately	<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>With support, focuses on topic, responds to questions/suggestions; adds details to strengthen writing</li> <li>With support from adults, explores various digital tools to produce and publish writing</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Contributes to positive group activities by participating appropriately</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>
<b>Research to Build and Present Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	Overall Progress Music	
<ul style="list-style-type: none"> <li>Participates in shared research and writing projects</li> <li>With support, recalls or gathers information from provided sources to answer a question</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Music Progress</b> + Significant ✓ Steady – Minimal	<input type="checkbox"/> <input type="checkbox"/>
<b>Conventions of Standard English</b>	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>Prints upper and lowercase letters</li> <li>Uses conventions of standard English grammar and usage when writing (common nouns, verbs, plural, question words, prepositions)</li> <li>Uses capitalization, punctuation, and spelling when writing (first letter of word in sentence, pronoun 'I', end punctuation, spells phonetically)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Overall Progress Writing</b>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Writing Progress</b> + Significant ✓ Steady – Minimal	<input type="checkbox"/>	<input type="checkbox"/>		