

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"> Follows limits and expectations Solves social problems 					K.CC Compare Numbers		
		Collaboration			<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> 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. 		
		<ul style="list-style-type: none"> Interacts with peers Balances needs of self and others 					K.CC Know number names and the count sequence		
		Communication			<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> 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. 		
		<ul style="list-style-type: none"> Engages in conversations 					K.CC Count to tell the number of objects		
		Creativity			<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> 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. 		
		<ul style="list-style-type: none"> Thinks symbolically 					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"> 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. 		
		<ul style="list-style-type: none"> Solves problems 					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"> Understands/models numbers 11-19 as ten ones and some more ones to gain foundation for place value. 		
		<ul style="list-style-type: none"> Persists Manages feelings Takes care of own needs appropriately Attends and engages 					K.MD Describe and compare measurable attributes.		
							<ul style="list-style-type: none"> Describe and compare measurable attributes. 		
							K.MD Classify objects and count the number of objects in each category.		
							<ul style="list-style-type: none"> Classify objects and count the number of objects in each category. 		
							K.G Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).		
							<ul style="list-style-type: none"> Identifies and describes shapes. 		
							K.G Analyze, compare, create, and compose shapes.		
							<ul style="list-style-type: none"> Analyzes, compares, creates and composes shapes. 		
							Participates in math problem solving activities		
							<ul style="list-style-type: none"> Participates in math problem solving activities. 		
							Identifies the information in a math problem		
							<ul style="list-style-type: none"> Identifies the information in a math problem. 		
							Identifies the question to be answered		
							<ul style="list-style-type: none"> Identifies the question to be answered. 		
							Mathematics Progress + Significant ✓ Steady – Minimal		
						Speaking and Listening			
						S1	S2	Comprehension and Collaboration	
						<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Participates in conversations with partners about topics/texts, follows rules for discussion, and exchanges ideas 	
								<ul style="list-style-type: none"> Asks and answers questions to clarify ideas or gather information 	
								Presentation of Knowledge and Ideas	
								<ul style="list-style-type: none"> Adds description, detail, and speaks clearly about ideas 	
								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
Print Concepts	<input type="checkbox"/>	<input type="checkbox"/>	Science	S1 S2
<ul style="list-style-type: none"> Understands the organization of print; knows left to right, top to bottom, and spacing between word Recognizes and names all upper and lowercase letters of the alphabet 	<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"/>
Phonological Awareness	<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"> Demonstrates understanding of spoken words, syllables, and sounds (phonemes) 	<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"/>
Phonics and Word Recognition	<input type="checkbox"/>	<input type="checkbox"/>	Overall Progress Science	
Fluency	<input type="checkbox"/>	<input type="checkbox"/>	Science Progress + Significant ✓ Steady – Minimal	<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> Reads emergent-reader texts with purpose and understanding 	<input type="checkbox"/>	<input type="checkbox"/>	Social Studies	S1 S2
Language/Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	Social Studies	<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> Determines or clarifies meanings of unknown or multiple-meaning word 	<input type="checkbox"/>	<input type="checkbox"/>	Overall Progress Social Studies	
Key Ideas and Details	<input type="checkbox"/>	<input type="checkbox"/>	Social Studies Progress + Significant ✓ Steady – Minimal	<input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> 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 With support, identifies characters, settings, and major events in a story; describes the connection between two ideas or pieces of information with informational texts 	<input type="checkbox"/>	<input type="checkbox"/>	Health and Fitness	S1 S2
Craft and Structure	<input type="checkbox"/>	<input type="checkbox"/>	Health and Fitness	
<ul style="list-style-type: none"> Asks and answers questions about unknown words Recognizes common types and parts of a text With support, names the author and illustrator of a text; defines the role of author/illustrator in telling the story or presenting information 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Students will demonstrate competency in a variety of motor skills, movement patterns, and spatial awareness Students will exhibit responsible personal and social behavior that respects self and others. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Integration of Knowledge and Ideas	<input type="checkbox"/>	<input type="checkbox"/>	Overall Progress Health and Fitness	
<ul style="list-style-type: none"> With support, describes the relationship between illustrations and the text With support, identifies the reasons an author gives to support points in a text With support, compares/contrasts experiences of characters in stories and between two informational texts on the same topic 	<input type="checkbox"/>	<input type="checkbox"/>	Health and Fitness Progress + Significant ✓ Steady – Minimal	<input type="checkbox"/> <input type="checkbox"/>
Range of Reading and Level or Text Complexity	<input type="checkbox"/>	<input type="checkbox"/>	Visual Art	S1 S2
<ul style="list-style-type: none"> Actively engages in grade level appropriate reading activities with purpose and understanding 	<input type="checkbox"/>	<input type="checkbox"/>	Visual Art	<input type="checkbox"/> <input type="checkbox"/>
Overall Progress Reading	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Demonstrates and applies visual art skills and concepts Uses creative process to develop ideas 	
Reading Progress + Significant ✓ Steady – Minimal	<input type="checkbox"/>	<input type="checkbox"/>	Overall Progress Art	
	<input type="checkbox"/>	<input type="checkbox"/>	Visual Art Progress + Significant ✓ Steady – Minimal	<input type="checkbox"/> <input type="checkbox"/>
Writing	S1	S2	Music	S1 S2
Text Types and Purposes	<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"> Uses a combination of drawing, dictating, and writing to compose informative/explanatory text with details Uses a combination of drawing, dictating, and writing to narrate events in order with details Uses a combination of drawing, dictating, and writing to compose opinion writing with details 	<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"> Demonstrates and applies music skills and concepts 	<input type="checkbox"/> <input type="checkbox"/>
Production and Distribution of Writing	<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"> With support, focuses on topic, responds to questions/suggestions; adds details to strengthen writing With support from adults, explores various digital tools to produce and publish writing 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Contributes to positive group activities by participating appropriately 	
Research to Build and Present Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	Overall Progress Music	
<ul style="list-style-type: none"> Participates in shared research and writing projects With support, recalls or gathers information from provided sources to answer a question 	<input type="checkbox"/>	<input type="checkbox"/>	Music Progress + Significant ✓ Steady – Minimal	<input type="checkbox"/> <input type="checkbox"/>
Conventions of Standard English	<input type="checkbox"/>	<input type="checkbox"/>		
<ul style="list-style-type: none"> Prints upper and lowercase letters Uses conventions of standard English grammar and usage when writing (common nouns, verbs, plural, question words, prepositions) Uses capitalization, punctuation, and spelling when writing (first letter of word in sentence, pronoun 'I', end punctuation, spells phonetically) 	<input type="checkbox"/>	<input type="checkbox"/>		
Overall Progress Writing	<input type="checkbox"/>	<input type="checkbox"/>		
Writing Progress + Significant ✓ Steady – Minimal	<input type="checkbox"/>	<input type="checkbox"/>		