

Student: DOE, JANE

ID: 4300999999

Grade: KG

ACADEMIC SCALE
4-Application and/or understanding that extends beyond the standard
3-Application and understanding of the standard/End-of-year expectation
2-Partial understanding of the standard
1-Limited understanding of the standard with assistance
*-This level of performance is in line with expectations for this point in the year
NYA -Not Yet Assessed

	Nov	Jan	Apr	June
ENGLISH LANGUAGE ARTS				
Reading Standards for Literature				
RL.1.1 With prompting and support, ask and answer questions about details				
RL.1.2 With prompting and support, retell familiar stories				
RL.1.3 With prompting and support, identify characters, setting, and major events				
RL.2.4 With prompting and support, ask about unknown words				
RL.2.5 Recognize common types of texts				
RL.2.6 With prompting and support, identify and define the role of the author and illustrator				
RL.3.7 With prompting and support, describe the relationship between illustrations and the story				
RL.3.9 With prompting and support, compare and contrast the adventures and experiences of characters				
RL.4.10 Engage in group reading activities with purpose and understanding				
Reading Standards: Foundational Skills (K-5)				
RF.1.1 Demonstrate an understanding of the organization and basic features of print				

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RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)				
RF.3.3 Know and apply grade level phonics and word analysis skills				
RF.4.4 Read emergent-reader texts with purpose and understanding				
Reading Standards for Informational Text				
RI.1.1 With prompting and support, ask and answer about key details				
RI.1.2 With prompting and support, identify the main topic and retell key details				
RI.1.3 With prompting and support, describe the connection between individuals, events, ideas, and pieces of information				
RI.2.4 With prompting and support, ask and answer questions about unknown words in a text				
RI.2.5 Identify the parts of a book				
RI.2.6 With prompting and support, identify and define the role of the author and illustrator				
RI.3.7 With prompting and support, describe the relationship between illustrations and the text				
RI.3.8 With prompting and support, identify the reasons an author gives to support points				
RI.3.9 With prompting and support, identify basic similarities and differences between two texts on the same topic				
RI.4.10 Actively engage in group reading activities with purpose and understanding				

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Writing Standards				
W.1.1 Compose opinion pieces about a book				
W.1.2 Compose informative/explanatory texts				
W.1.3 Narrate a single event or events and provide a reaction				
W.2.5 With guidance and support, respond to peer suggestions to strengthen writing				
W.2.6 With guidance and support, explore a variety of digital tools to produce and publish				
W.3.7 Participate in shared research and writing projects				
W.3.8 With guidance and support, recall or gather information from provided sources				
Standards for Speaking and Listening—follow agreed upon rules for discussion				
SL.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics				
SL.1.2 Confirm understanding and request clarification of a text read aloud				
SL.1.3 Ask and answer questions in order to get information				
SL.2.4 Describe familiar people, places, things, and events				
SL.2.5 Add drawings or other visual displays to descriptions				
SL.2.6 Speak audibly and express thoughts, feelings, and ideas clearly				
Language Standards				
L.1.1 Demonstrate command of conventions of grammar and usage				

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L.1.2 Demonstrate command of capitalization, punctuation, and spelling when writing				
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten content				
L.3.5 With guidance and support from adults, explore word relationships and nuances in word meanings				
L.3.6 Use words and phrases acquired through conversations, reading, and being read to				
MATHEMATICS				
Counting and Cardinality				
CC.1.1 Count to 100 by ones and tens				
CC.1.2 Count forward from given number				
CC.1.3 Read and write numbers from 0 - 20				
CC.2.4 Understand the relationship between numbers and quantities				
CC.2.5 Count to answer how many				
CC.3.6 Compare number of objects in two groups				
CC.3.7 Compare two numbers between 1 and 10				
Geometry				
CC.G.1.1 Use names and relative position to describe objects in the environment				
CC.G.1.2 Name shapes				
CC.G.1.3 Identify two and three dimensional shapes				
CC.G.2.4 Compare two and three-dimensional shapes				
CC.G.2.5 Build shapes from components				
CC.G.2.6 Use simple shapes to form larger shapes				
Measurement and Data				
MD.1.1 Describe length and width				
MD.1.2 Compare two objects				

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MD.1.a Measure longer objects using multiple copies of shorter objects				
MD.2.3 Classify, count, and sort objects into categories				
Number and Operations in Base Ten				
NBT.1.1 Compose and decompose numbers form 11-19				
Operations and Algebraic thinking				
OA.1.1 Represent addition and subtraction				
OA.1.2 Solve addition and subtraction word problems				
OA.1.4 Determine what number to add to a single-digit number to make 10				
OA.1.5 Fluently add and subtract within 5				
OA.1.a Solve addition and subtraction word problems with both addends unknown				
SCIENCE				
Changes in Matter				
P.8.1 Sort objects by observable properties				
P.9.1 Recognize changing matter				
Energy				
P.10.1 Observe sound				
Motion				
P.12.1 Investigate movement (fast, slow)				
P.13.1 Observe movement (push/pull)				
Earth				
E.5.1 Explore the law of gravity				
E.5.2 Recognize repeating patterns				
E.5.3 Recognize sun can be seen in daytime				
E.5.4 Observe that sometimes moon can be seen day and night				
E.5.5 Observe sizes as seen from earth or size perception				
E.5.6 Observe perception of distance				
Living Things				
L.14.2 Recognize characteristics of living things				

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L.14.3 Observe plant and animal characteristics				
The Practice of Science				
N.1.1 Collaborate and collect information				
N.1.2 Make observations of natural world				
N.1.3 Record investigation results				
N.1.4 Observe visual representation of data				
N.1.5 Observe to learn				
L.14.1 Recognize senses and body parts				
SOCIAL STUDIES				
Civics and Government				
American History				
Geography				
Economics				
ART				
Follows sequential procedures				
Works purposefully				
Applies grade level art concepts				
MUSIC				
Uses instruments/materials responsibly				
Participates with best effort				
Demonstrates grade level music concepts				
PHYSICAL EDUCATION				
Demonstrates sportsmanship and participates fully and cooperatively				
Demonstrates age-appropriate movement/motor concepts and manipulative skills				
Demonstrates age-appropriate understanding of physical fitness and health concepts				
BEHAVIORS THAT AFFECT LEARNING SCALE				
4 -Consistently or Independently				
3 -Usually				
2 -Sometimes				
1 -Seldom				
Self-Directed Learner and Quality Producer				
Shows effort				

	Nov	Jan	Apr	June
Organizes time, tasks, and materials				
Completes classwork				
Completes homework				
Actively listens and responds				
Produces work that is neat and organized				
Uses technology to facilitate learning				
Cooperative Worker				
Works cooperatively in groups of various sizes				
Shares and receives information and ideas				
Respectful Citizen				
Demonstrates respect for property, self, and others				
Demonstrates self-control				
Resolves conflicts appropriately				
Accepts responsibility for actions				
Demonstrates appropriate manners				

Individual Plan Developed				
Making Progress Toward Meeting Grade Level Standards				
Conference Requested				
Attendance is Affecting Academic Progress				

ATTENDANCE				
Days Absent				
Days Tardy				

PLACEMENT FOR NEXT SCHOOL YEAR	
Promoted to Next Grade	
Retained in Present Grade	
Administratively Placed in Next Grade	

The purpose of grading is to describe how well students have achieved specific learning expectations based on evidence gathered from an assignment or other demonstration of learning. Grades are intended to inform and motivate parents, students, and others about learning successes and to guide improvements when needed.