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|  **Cooperative Educational Services**https://scontent-lga1-1.xx.fbcdn.net/hphotos-xfa1/v/t1.0-9/10592950_333718333471208_3309163636862518093_n.png?oh=5fa7b939601166e2a2beeaae38e4be49&oe=5630EB9E |
| **Six to Six Magnet School**  |
| **Grade K**  |

Student Name: Teacher Name: Academic Year: 2015-2016

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| **Attendance** | **Tri.1** | **Tri.2** | **Tri.3** |
| Absences |  |  |  |
| Tardies |  |  |  |

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| **English Language Arts/Literacy** | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| Reads and understands grade level text (Independent Benchmark Level) |  |  |  |
| **Reading--Literature** |
| Ask and answer questions about what was read  |  |  |  |
| Retell familiar stories including key details (characters, settings, and main events) |  |  |  |
| Tell the difference between stories, poems, and other things to read |  |  |  |
| Define “author” and “illustrator” of a story |  |  |  |
| Tell how the story and the pictures go together |  |  |  |
| Compare characters and events from different stories |  |  |  |
| **Reading--Informational Text** |
| Ask and answer questions about what was read |  |  |  |
| Recall main idea/topic and details  |  |  |  |
| Describe the connection between two people, events, ideas, or pieces of information in a text |  |  |  |
| Name the parts of a book |  |  |  |
| Define “author” and “illustrator” of a text |  |  |  |
| Tell how the text and the picture go together |  |  |  |
| Tell the reasons an author gives to support points in a text |  |  |  |
| Compares two texts on the same topic |  |  |  |

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|  | **Tri. 1** | **Tri.****2** | **Tri.****3** |
| **Reading Standards: Foundation Skills** |
| Print Concepts |
| Follow words from left to right, top to bottom, page by page |  |  |  |
| Understand that words are separated by spaces in print |  |  |  |
| Recognize and name all uppercase and lowercase letters |  |  |  |
| Phonological Awareness |
| 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 initial, middle vowel, and final sounds in cvc words |  |  |  |
| Phonics and Word Recognition |
| Know consonant sounds |  |  |  |
| Read words with common spellings for short and long vowel sounds |  |  |  |
| Read sight words |  |  |  |
| **Writing** |
| Draws/ dictates/ writes opinion pieces which provide a topic and state an opinion or preference |  |  |  |
| Draws/ dictates/ writes informative/explanatory pieces which name a topic and supply some information about the topic |  |  |  |
| Draws/ dictates/ writes narrative pieces which describe a single event or loosely linked events in the order in which they occurred, and provide a reaction to what happened |  |  |  |

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| **Language**  | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| Uses standard English grammar and conventions |  |  |  |
| Acquires, understands, and uses grade level appropriate vocabulary |  |  |  |

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| **Mathematics** | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| Know number names in order to 100 and identifies numerals out of sequence\* |  |  |  |
| Write numbers from 0 to 20\* |  |  |  |
| Count each object to tell the number of objects\* |  |  |  |
| Compare numbers\* |  |  |  |
| **Operations and Algebraic Thinking** |
| Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from\* |  |  |  |
| Find combination of numbers that are less than or equal to 10\* |  |  |  |
| Fluently add and subtract within 5\* |  |  |  |
| **Number and Operations in Base Ten** |
| Works with numbers 11-19 to gain foundations for place value\* |  |  |  |
| **Measurement & Data** |
| Describe and compare measureable attributes\* |  |  |  |
| Classifies objects in each category\* |  |  |  |
| **Geometry** |
| Describe objects using its location\* |  |  |  |
| Identify and describe shapes\* |  |  |  |

\*Assessed based on expectations for each trimester progression

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| **Science** | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| Our Five Senses |  |  |  |
| Seasons and Weather |  |  |  |
| Properties of Matter |  |  |  |
| Living/Non-Living Things |  |  |  |
| **Social Studies** | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| Jobs and Working Cooperatively |  |  |  |
| People and the Environment |  |  |  |
| Family and Community Study |  |  |  |
| Transportation |  |  |  |

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| **Specials** | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| Art |  |  |  |
| Physical Education |  |  |  |
| Library/Technology |  |  |  |
| Music |  |  |  |
| World Language: Spanish |  |  |  |

 Not assessed

**Progression Scales:**

**4 Extends and Expands**

In addition to “3-consistent achievement,” student demonstrates the grade level standard with greater depth and application. Student demonstrates and applies higher-level thinking of the standard. Student extends knowledge consistently. Student integrates learning into other curricular areas proactively and independently, as well as flexibly applies the standard in new situations. Student applies in depth and/or extended conceptual knowledge (critique, connections, analysis, etc.) ***This is challenging and difficult to achieve.***

**3 Consistent Achievement/Goal**

Student meets the grade level standard addressed. Student consistently meets grade level standard independently. Student understands not just “what,” but can explain the how and why when applicable to standard. Student applies learning to other curricular areas with guidance. ***A 3 is the end of year grade level expectation.***

**2 Partial Achievement**

Student is beginning to understand ideas and processes taught.  Student’s work is approaching achievement toward the standard or is inconsistently demonstrating understanding of the standard.  Student might understand the “what,” but is not able to explain the “how” and “why.”  ***Additional support may be required.***

**1 Minimal Achievement**

Student has emerging awareness of concepts or seldom demonstrates the skill or understanding of the standard and is not meeting expectations addressed. Even with considerable assistance student is making minimal progress toward the standard. T*argeted support and intervention is required.*

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|  | **Tri.****1** | **Tri.****2** | **Tri.****3** |
| **Social and Behavioral Skills** |
| Respects rights of others |  |  |  |
| Follows class and school rules |  |  |  |
| Demonstrates self-control |  |  |  |
| Accepts responsibility for actions |  |  |  |
| Works cooperatively in groups |  |  |  |
| Respects adults |  |  |  |
| **Work Habits** |
| Follows directions |  |  |  |
| Listens attentively |  |  |  |
| Finishes work on time |  |  |  |
| Works carefully and neatly |  |  |  |
| Completes assigned homework |  |  |  |
| Participates in class |  |  |  |

I-Inconsistent

C-Consistent

N-Needs Improvement

**Conference Requested**

 (203)365-8200 ext. \_\_\_\_\_\_\_