The following items will be discussed at the meeting of the Standing Committee on Teaching, Learning and Student Supports to be held on Wednesday, June 8, 2016 at 7:30 a.m. in Room 410 at the Durkin Administration Building:

gb #2-36 - Ms. Novick/Mr. O'Connell/Mr. Monfredo (January 25, 2012)

To review the status of the curriculum review process.

gb #4-294 - Administration (October 27, 2014)

To share information on the elementary Report Card Pilot.

ITEM: gb #2-36

STANDING COMMITTEE: TEACHING, LEARNING AND STUDENT SUPPORTS

DATE OF MEETING: Wednesday, June 8, 2016

ITEM: Ms. Novick/Mr. O'Connell/Mr. Monfredo (January 25, 2012)

To review the status of the curriculum review process.

PRIOR ACTION:

- 2-2-12 Referred to the Standing Committee on Teaching, Learning and Student Supports.
- 2-16-12 It was moved and voice voted to request that the Administration provide budget recommendations in connection with advisable expenditures associated with the Curriculum Renewal in each particular subject area for the 2013 fiscal year, including but not limited to staff development, curriculum materials and focused instructional coaches.
- 3-6-12 Miss Biancheria made the following motion:

Request that the Administration forward a copy of Annex A, page 1 together with any specific dates when they are established to the Parent/Teacher Organizations, Site Councils and Citywide Parent Planning Advisory Council.

On a voice vote, the motion was approved.

(Continued on page 2).

BACKUP:

- Annex A (2 pages) contains a copy of the proposed Business Technology and Communications Skills course form.
- Annex B (2 pages) contains a copy of the proposed Presentation Skills course form.
- Annex C (2 pages) contains a copy of the proposed AP Computer Science Principals course form.

PRIOR ACTION (continued)

4-10-12 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS

(Considered with gb #2-52).

Miss Biancheria made the following motion:

Request that the Administration include funding for the FY13 Arts Programs and keep in mind the importance of adequate supplies within the Visual Arts Program.

On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that the Administration pursue options available for funding through Arts Grants and, if available, monitor and assist the members of the Visual Arts Department in applying for such grants.

On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that the Minimum Admission Requirements for Admission to Massachusetts State Colleges and the University of Massachusetts, as contained in Annex A, page 7, be distributed to the PTOs and also placed on the Worcester Public Schools' website. On a voice vote, the motion was approved.

Miss Biancheria made the following motion:

Request that the Administration prepare recommendations regarding supplementary instructional time including, but not limited to, afterschool and Saturday sessions to assist students in mastering the more rigorous requirements for admission to Massachusetts State Colleges and the University of Massachusetts as set forth by the Massachusetts Board of Higher Education.

On a voice vote, the motion was approved.

It was moved and voice voted to approve the Administration's recommendation with regard to the high school course revision requirements set forth in Annex A, pages 1 and 2.

It was moved and voice voted to hold gb #2-36 and file gb #2-52.

4-26-12 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as amended.

Miss Biancheria made the following motion:

Request that the Administration include funding for the FY13 Arts Programs and keep in mind the importance of adequate supplies within the Visual Arts Program.

On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that the Administration pursue options available for funding through Arts Grants and, if available, monitor and assist the members of the Visual Arts Department in applying for such grants. On a voice vote, the motion was approved.

ITEM: gb #2-36

Page 3

PRIOR ACTION (continued)

4-26-12 - Mr. Monfredo made the following motion:

(continued)

Request that the Minimum Admission Requirements for Admission to Massachusetts State Colleges and the University of Massachusetts, as contained in Annex A, page 7, be distributed to the PTOs and also placed on the Worcester Public Schools' website. On a voice vote, the motion was approved.

Miss Biancheria made the following motion:

Request that the Administration prepare recommendations regarding supplementary instructional time including, but not limited to, afterschool and Saturday sessions to assist students in mastering the more rigorous requirements for admission to Massachusetts State Colleges and the University of Massachusetts as set forth by the Massachusetts Board of Higher Education.

On a voice vote, the motion was approved.

It was moved and voice voted to approve the Administration's recommendation with regard to the high school course revision requirements set forth in Annex A, pages 1 and 2.

It was moved and voice voted to hold gb #2-36 and file gb #2-52.

Ms. Novick suggested that the Administration review the kindergarten report card to make certain that parents receive feedback on social studies and science.

5-30-12 - Mrs. Leach provided a status report on the curriculum review process for the Performing Arts.

Mrs. Goldstein provided a status report on the curriculum review process for English Language Arts.

Ms. Colorio asked the Administration about the makeup of the various stakeholder groups.

Dr. Mulqueen indicated that he has a compendium which contains a detailed description of the curriculum review process including the makeup of the stakeholder groups. HOLD.

- 1-31-13 STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORT Hold.
- 2-7-13 SCHOOL COMMITTEE MEETING The School Committee approved the action of the Standing Committee as amended.

 Ms. Novick requested that the math liaison do the same presentation that she did at the CPPAC for the Standing Committee on Teaching, Learning and Student Supports when the item is discussed.

 It was moved and voice voted to hold the item.
- 3-27-13 STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS (Considered with gb #2-227)

ITEM: gb #2-36 Page 4

PRIOR ACTION (continued)

3-27-13 - (continued)

Dr. Rodrigues introduced the item and Dr. Meade-Montague introduced the topic of the Common Core State Standards Initiatives.

Mrs. Goldstein, English Language Arts Liaison, spoke about the Common Core State Standards Initiatives in English.

Ms. Thompson, Mathematics Liaison, spoke about the Common Core State Standards Initiatives in Mathematics.

Miss Biancheria made the following motions:

Request that the Administration provide a report as to the number of hours of Professional Development provided to teachers and other staff members who are currently working with students by site and by position for both ELA and mathematics.

Request that the Administration provide a statement as to the funding sources utilized in connection with the Professional Development programs being offered with regard to curriculum revision in both ELA and mathematics including consultants.

On a voice vote, the motions were approved.

Mr. Monfredo made the following motions:

Request that the Administration provide a report during the course of curriculum development as to what has been determined by the Administration to have worked effectively and report on a mid-year and end-of-year basis in connection with ELA and mathematics.

On a voice vote, the motion was approved.

Mr. O'Connell made the following motions:

To invite the Administration to include as backup for the Standing Committee on Teaching, Learning and Student Supports the individualized reports presented by the English Language Arts and Mathematics liaisons.

Request that the Administration provide general guidance as to timelines for review of the evolving curriculum and also a recommendation as to when the Standing Committee should meet to discuss the continuing evolution of the curriculum with phases 3, 4 and 5.

Request that the Administration include in the FY14 Budget recommendations of any particular initiatives, staff development programs or other particular resources that the Administration deems appropriate for the continuing curriculum evolution.

On a voice vote, the motions were approved.

Miss Biancheria made the following motion:

Request that the Administration provide a summary of the pilot programs at Rice Square School, Goddard School of Science and Technology and Wawecus Road School for grades 2 and 3 in June. On a voice vote, the motion was approved.

ITEM: gb #2-36

Page 5

PRIOR ACTION (continued)

10-29-13 - Mr. Monfredo made the following motions:

Request that the Administration provide information with regard to academic choices available within the middle schools to parents of all grade 5 and 6 students and to the students themselves in the respective schools.

Request that the Administration use Connect-Ed to notify the parents of 5th and 6th graders about activities available to them in the middle schools.

Request that the Administration provide notice to the School Committee with regard to the timing of the events and the content of the Connect-Ed notice.

On a voice vote, the motions were approved.

Miss Biancheria made the following motions:

Request that the School Committee refer to the Standing Committee on Finance and Operations the topic of issuance of additional bus passes for after school use by students in the middle schools.

Request that the Administration notify Mr. O'Neil of the WRTA regarding the feasibility of securing additional bus passes.

Request that the Administration consider establishment of supplemental arts programs at the middle school level and refer this topic to the Budget.

On a voice vote, the motions were approved.

11-25-13 - Dr. Rodrigues introduced Phyllis Goldstein, English Liaison, and Kathy Berube, Science Liaison, to make presentations on the status of the curriculum review process in the Worcester Public Schools.

Ms. Berube explained the next generation science standards and indicated that the frameworks have been adopted.

Miss Biancheria made the following motions:

Request that the Administration inform the School Committee regarding the on-going status of State Standardized Testing in science, indicating changes in MCAS and the science component of PARCC.

Request that the Administration forward a letter to DESE stressing the need to maintain courses in Biology, Chemistry, Physics and English as areas central to science development.

Request that the Administration provide an update on standardized testing and curricular expectations in Science.

Request that the report disseminated at the meeting be forwarded to the President of the CPPAC.

On a voice vote, the motions were approved.

PRIOR ACTION (continued)

- 9-2-14 Tamisha Thompson made a presentation on the status of the Mathematics Curriculum Review Cycle.
 - Mr. O'Connell made the following motions:

Request that the Standing Committee approve the Administration's recommendation to adopt "Go Math" to be implemented as a systemwide pilot program for 2014-15.

Request that the Administration report back to the Standing Committee on Teaching, Learning and Student Supports, at the conclusion of the pilot program, as to whether or not "Go Math" should be recommended for adoption by the School Committee.

On a voice vote, the motions were approved.

6-23-15 - It was moved and voice voted to approve the adoption of the Go Math curriculum and the resources and materials related to it for the year 2015 and thereafter.

ANNEX A gb #2-36 Page 1

Date of Request: 6/2/16 Requesting School/ Office: North High School

Proposed Course Name: Business Technology and Communication Skills

Required Prerequisite Course/s: None

Proposed Course Level					
	(check all that apply)				
A.P. Honors College X					

Proposed Course Credit			G.P.A.		Honor Roll				
	(check all that apply)			Yes	No	Yes	No		
1.0	X	.5		.25		X		X	

	Select one		
Proposed Course Department	Core Course	Core Elective	
Business		X	

Is proposed course a Career/Vocational Technical Course						
	(if yes check one)					
Yes	No	Chapter 74	Non-Chapter 74			
Х		Application in process				

Proposed Course Description: In the course students will be introduced to various business and technology skills to allow them to safely and efficiently complete multiple tasks required in a business atmosphere. The curriculum is derived from the Business and Consumer Services Occupational Cluster from the Massachusetts Vocational Technical Education Framework. This Business Technology sequence course prepares students to focus on the management, strategic planning, implementation of marketing, communication, and public relations techniques to resolve business dilemmas with focus on industry standards. The course will include situational simulations, and build overall skills related to interpersonal communications, employability skills and problem-solving.

(Please note the following phrase will be used to distinguish honors level courses: As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.)

Essential question/s for the course:

- How does communication and customer service go "hand in hand" with employability skills?
- Why are office procedures and demonstrated techniques required within the workplace?
- Why are policies written around the use of email, social media and Internet use?
- How are OSHA and Business Technology standards relevant within the "hands on" of a work environment?

Standards addressed in the course:

Business Technology Vocational Business (VBUS) - Classification of Instructional Programs (CIP) code 520407

- 1. Fundamentals of Health and Safety
- 2. A. Business Technology Health and Safety Skills
- 2. B. Essentials of Business Technology
- 2. F. Essentials of Electronic Mail and Messaging

MassCore is a rigorous and comprehensive course study recommended by the Commonwealth as preparation for college and career. MassCore is also the vehicle through which high school students can gain competence in computational, scientific, visual, creative, and critical thinking and can engage opportunities for "hands-on" application and exploration of new areas of knowledge and experiences.

ANNEX A gb #2-36 Page 2

How does this course support the readiness of students for college and career?

Through practice and revision of chapter 74 standards from the CTE framework, in process of Chapter 74 (CVTE) program approval, students are prepared for post-grad options with the opportunity to obtain industry based certification and college/career skills.

Please Note: All New Course Requests must come through the school principal.

	For Office Use Only
Approved Date:	
S.C. Item Number:	
Assigned Course Number:	
Dept. Code:	
Subject Area Code Number:	
Subject Area Course:	
Zip Code Number:	

ANNEX B gb #2-36 Page 1

Date of Request: 6/2/16 Requesting School/ Office: North High School

Proposed Course Name: Presentation Skills Required Prerequisite Course/s: None

Proposed Course Level					
	(check all that apply)				
A.P. Honors College X					

Proposed Course Credit					
(check all that apply)					
1.0 X .5 .25					

G.P	.A.	Honor Roll		
Yes	No	Yes	No	
X		X		

	Selec	t one
Proposed Course Department	Core Course	Core Elective
Business		Х

Is proposed course a Career/Vocational Technical Course						
		(if yes check one)				
Yes	No	Chapter 74	Non-Chapter 74			
Х		Application in process				

Proposed Course Description: In the course, students will be introduced to various business and technology presentation skills. The curriculum is derived from the Business and Consumer Services Occupational Cluster from the Massachusetts Vocational Technical Education Framework. This is a course in the Business Technology sequence preparing students for the Microsoft Office User Specialist (MOUS) exam and certification in PowerPoint. The course will include various presentation medians, and build overall skills related to format, delivery and audience.

(Please note the following phrase will be used to distinguish honors level courses: As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.)

Essential question/s for the course:

- What should a presentation look like?
- How can enhancements bring better meaning to presentations?
- How can a presentation effectively reach an audience?
- How are OSHA standards relevant within the "hands on" aspect of business technology?

Standards addressed in the course:

Business Technology – Vocational Business (VBUS) - Classification of Instructional Programs (CIP) code 520407

All sections of strands 1, and 2K

- 1. Fundamentals of Health and Safety
- 2.K Essentials of Presentation Management

MassCore is a rigorous and comprehensive course study recommended by the Commonwealth as preparation for college and career. MassCore is also the vehicle through which high school students can gain competence in computational, scientific, visual, creative, and critical thinking and can engage opportunities for "hands-on" application and exploration of new areas of knowledge and experiences.

ANNEX B gb #2-36 Page 2

How does this course support the readiness of students for college and career?

Through practice and revision of chapter 74 standards from the CTE framework, in process of Chapter 74 (CVTE) program approval, students are prepared for post-grad options with the opportunity to obtain industry based certification and college/career skills.

Please Note:
All New Course Requests
must come through the
school principal.

	For Office Use Only		
Approved Date:			
S.C. Item Number:			
Assigned Course Number:			
Dept. Code:			
Subject Area Code Number:			
Subject Area Course:			
Zip Code Number:			

ANNEX C gb #2-36 Page 1

Date of Request: 6/2/16 Requesting School/ Office: North High

Proposed Course Name: AP Computer Science Principles

Required Prerequisite Course/s: Successful completion of Algebra 1

Proposed Course Level					
(check all that apply)					
A.P. X Honors College					

Proposed Course Credit					
	(check all that apply)				
1.0	X	.5		.25	

G.P	.A.	Hono	r Roll
Yes	No	Yes	No
X		X	

	Selec	ct one	
Proposed Course Department	Core Course	Core Elective	
		Х	

Is proposed course a Career/Vocational Technical Course							
		(if yes	check one)				
Yes	No	Chapter 74	Non-Chapter 74				
	Х						

Proposed Course Description:

In this course students will experience a multidisciplinary approach to the principles of computation. Students will be introduced to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

Essential question/s for the course:

How can computational artifacts, abstracting, analyzing problems and artifacts, communication and collaboration be used to develop computational thinking practices?

Standards addressed in the course:

P1: Connecting Computing

- Identify impacts of computing
- Describe connections between people and computing
- Explain connections between computing concepts

P2: Creating Computational Artifacts

- Create a computational artifact with a practical, personal, or societal intent
- Select appropriate techniques to develop a computational artifact
- Use appropriate algorithmic and information management principles

P3: Abstracting

- Explain how data, information, or knowledge is represented for computational use
- Explain how abstractions are used in computation or modeling
- Identify abstractions
- Describe modeling in a computational context

ANNEX C gb #2-36 Page 2

P4: Analyzing Problems and Artifacts

- Evaluate a proposed solution to a problem
- Locate and correct errors
- Explain how an artifact functions
- Justify appropriateness and correctness of a solution, model, or artifact

P5: Communicating

- Explain the meaning of a result in context
- Describe computation with accurate and precise language, notations, or visualizations
- Summarize the purpose of a computational artifact

P6: Collaborating

Collaborate with another student in solving a computational problem

- Collaborate with another student in producing an artifact
- Share the workload by providing individual contributions to an overall collaborative effort
- Foster a constructive, collaborative climate by resolving conflicts and facilitating the contributions of a pertner or team member
- Exchange knowledge and feedback with a partner or team member
- Review and revise their work as needed to create a high-quality artifact

MassCore is a rigorous and comprehensive course study recommended by the Commonwealth as preparation for college and career. MassCore is also the vehicle through which high school students can gain competence in computational, scientific, visual, creative, and critical thinking and can engage opportunities for "hands-on" application and exploration of new areas of knowledge and experiences.

How does this course support the readiness of students for college and career?

This course is designed to be the equivalent of a first semester introductory college or university computer science course.

Please Note:
All New Course Requests
must come through the
school principal.

	For Office Use Only
Approved Date:	
S.C. Item Number:	
Assigned Course Number:	
Dept. Code:	
Subject Area Code Number:	
Subject Area Course:	
Zip Code Number:	

ITEM: gb #4-294

STANDING COMMITTEE: TEACHING, LEARNING AND STUDENT SUPPORTS

DATE OF MEETING: Wednesday, June 8, 2016

<u>ITEM</u>: Administration (October 27, 2014)

To share information on the elementary Report Card Pilot.

PRIOR ACTION:

11-6-14 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

6-23-15 - Mr. Monfredo made the following motions:

Request that the pilot program be continued for the 2015-16 academic year.

Request that the item be held for further reports as to the expanded version of the pilot. The feedback should include information with regard to the report card from parents, staff, administrators and the IT Department.

Request that the Administration make certain that the report card is readily understandable for parents and all those who are impacted by it.

On a voice vote, the motions were approved.

Mr. O'Connell requested that Annex A, pages 5, 7, 9, 11, 13, 15, 17, 19 and 21, under Key to Comments, T. be amended by changing the word "tasks" to "task."

It was moved and voice voted to hold the item for a report back in May 2016.

BACKUP:

Annex A (16 pages) contains a copy of the Quarterly Report Card 2015-16.

Annex A (5 pages) contains a copy of the English Language Learning Quarterly Report Card 2015-16.



rectangles

Grade 1K Quarterly Report Card 2015-16

Student:						
Teacher:		Hn	nRm			
		Q1	Q2	Q3	Q4	Fina
10900 - English Lan	guage Arts Overall Performance Level					
Foundational Skills	Handle books appropriately	No employees				
	Identify the beginning sound of a spoken word					4
	Demonstrate letter knowledge by recognizing and naming uppercase letters					i i
	Recognize and name letters in own name					
	Demonstrate letter/sound knowledge by recognizing and naming lowercase letters					
	Demonstrate knowledge of letter sounds					
Reading Literature & Informational Texts	Ask and answer questions about what is read					
	Recall important details/facts from what is read					
	Retell events from a story in sequence					
	Use pictures in a book to tell a story in his/her own words					
Speaking & Listening	Listen and speak in conversations with children and familiar adults					
	Speak in order to share thoughts, feelings and ideas					
Language	Speak in complete sentences using a variety of words					
	Use question words (who, what, where, when, why and how)					
	Use new vocabulary words					le er mer men er
Writing	Draw pictures to share ideas					
	Dictate words to tell a story, express an opinion or give information					
19100 - Mathematic	s Overall Performance Level					
Problem-Solving	Make sense of problems and persevere in solving them					
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
Counting & Cardinality	Count up to 10 objects					
	Identify numerals 0-5					
	Identify numerals 0-10					es tage (verse)
Operations and Algebraic Thinking	Add objects together up to five					
	Subtract objects up to five					
Measurement & Data	Sort and classify objects by more than one attribute					
Geometry	the state of the s					

20100 - Science & T	echnology / Engineering Overall Performance Level	AT.	QZ.	43	6.4	Final
Science & Engineering	Ask questions about the world around us and define					
Practices	problems that impact us					
Plan and Carry Out Investigations	Explore the natural and technological world				ing approximate	ļ
Evaluate Information	Obtain and share evidence to support a claim					
Natural World	Explore reasons for why things change			United the second selection of		
Life Science	Identify the characteristics of plants					
	Identify the characteristics of animals	-				
	Identify the characteristics of the local environment					
Earth & Space Science	Discuss characteristics of living and nonliving things					
	Discuss characteristics of weather					
	Discuss human impact on the environment					
Physical Science	Compare properties of natural and human made objects					
39100 - History & Sc	ocial Science Overall Performance Level					
History and Geography	Identify sequential words, e.g. first, next, last, in stories and use them to describe a personal experience					
ocography .	Use the word because in the context of a story or personal experience			*******	CONTRACTOR OF THE PARTY OF THE	
	Demonstrate what a map/globe is		-			
Civics & Government	Give examples that show the meaning of the concepts of					
Civics & Covernment	authority, fairness, justice, responsibility and rules					
	Begin to identify important American symbols					
Economics	Give examples of different types of jobs people do, including work they do at home					
	Explain why people work and things that people buy with money they earn					
Literacy	Use a combination of dictating and drawing to explain information about a social studies topic					
69200 - Visual Arts (Overall Performance Level					
Creating	Engage in self-directed play with varied materials					
	Engage in self-directed creative art making					
	Share and talk about personal artwork					
Responding	Select a preferred artwork					
69300 - Music Overa	ill Performance Level					
Performing	Explore in tune singing					
	Demonstrate steady beat in hands and feet					Compromiser Court
Creating	Participate in creative and dramatic movement					
	Participate in music activities with familiar adults and students					
89300 - Physical Edu	cation Overall Performance Level					
Movement Skills	Coordinate movements for throwing, catching, kicking					
	Manipulate small objects easily					
	Demonstrate competency in a variety of motor skills and movement patterns					
Life Long Learning S	kilis Q1 Q	2	0	3		04
Express needs appropri		- particular effet		- Annual Control		· ·
Care for personal needs	CONTRACTOR OF THE PROPERTY OF	CA THE COMMO	A CAMPAGE CO. TO	CONTRACTOR AND	arragheter	
Demonstrate self-confid	The second secon		te communication		ere - cinerios -	40-4.0 m/y - 4.00 (0,000, 40.00)
		NORTH AND ADDRESS.	i			one Share West of

Dismissed Tardy	0	0	0	0	0	
Absent	0	0	0	0	0	
Туре	Q1	Q2	Q3	Q4	Year to Date	
Use scissors correctly						
Use a pencil correctly						
Participate in a variety of t	asks or activitie	es				
Use classroom materials ap	opropriately					
Follow multi-step directions	S					
Follow one step directions						
Focus attention to tasks						
Attempt to resolve conflicts when necessary	s independently	and seeks sup	pport			
Transition easily from one	TOTAL STRUCTURE SECTION AND ADDRESS OF THE PARTY OF THE P					
Tollow raics and routines t	of the classroon	n and school				

Туре	Q1	Q2	Q3	Q4	Year to Date
Absent	0	0	0	0	0
Dismissed	0	0	0	0	0
Tardy	1	0	0	0	1

Q1 Comment	Q2 Comment	Q3 Comment	Q4 Comment

			Key to Performance Levels
С	Consistently	4	Exceeds Standards – Extends key concepts, processes, and skills. Consistently works beyond stated grade-level benchmarks.
U	Usually	3	Achieves Standards – Consistently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.
S	Sometimes	2	Approaching Standards – Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.
R	Rarely	1	Needs Support – Not grasping key concepts, processes, and essential skills. Area of concern that requires support.

	Key to	Com	ments
A	Absences/Tardies impact performance	M	Making progress/growth
B	Always willing to help teachers/peers	N	Maximizes time on learning independently
C	Behavior hinders progress	0	Needs prompting to engage in discussions
D	Benefits from teacher proximity & prompting	P	Needs support interacting with others successfully
E	Can be more successful if prepared for class	Q	Needs support to maximize time on learning
F	Can benefit from increased organizational skills	R	Needs support transitioning between activities
G	Comes prepared and ready to learn	S	Needs support working in co-op learning groups
Н	Consistently shows effort	T	Needs to consistently complete homework
I	Contributes to the classroom discussions	U	Needs to review work for quality
J	Demonstrates respectful interactions	V	Produces quality work
K	Increased effort would improve performance	W	Shows initiative
L	Makes positive choices as a role model	X	Works well in co-op learning groups



Grade OK Quarterly Report Card 2015-16

Student:						
Teacher:		Hr	nRm			
		Q1	Q2	Q3	Q4	Fi
10910 - English Lar	nguage Arts Overall Performance Level					
Foundational Skills	Understand how print is organized					
	Identify upper and lower case letters				1	
	Identify letter sounds					
	Recognize and produce rhyming words					
	Separate and pronounce the beginning, middle and ending sounds of short words					
	Blend letter sounds					
The same of the sa	Read common high frequency words					
Reading Literature & Informational Texts	Ask and answer questions about key details in a text					
	Retell important details in sequence from a story					
	Read simple texts with purpose and understanding					
Speaking & Listening	Actively engage in group reading activities					
	Participate in conversations					
Language	Use question words, nouns, verbs and prepositions					
	Capitalize the first word in a sentence and the pronoun I					
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases					
	Demonstrate understanding of the organization and basic features of print					
Writing	Use drawing, dictating and/or writing to compose opinion, informative/explanatory and narrative texts					
	Participate in shared research projects					
1910 - Mathematics	Overall Performance Level					
Problem-Solving	Make sense of problems and persevere in solving them					and the second
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
Counting & Cardinality	Count to 100 by ones					
	Count to 100 by tens					
	Identify numbers 0-5	100000000				
	Identify numbers 0-10					
	Identify numbers 0-15			1		
	Identify numbers 0-20				and a sec of	
	Count to tell the number of objects in a set					
	Compare numbers using "more/greater than", "less than", "equal to"					
Operations and Algebraic Thinking	Understand addition as putting together and adding to					

		Q1	Q2	Q3	Q4	Final
	Understand subtraction as taking apart and taking from					
n en de de la company de la co	Fluently add and subtract within 5					
Number & Operations in Base Ten	Demonstrate understanding of place value					
Measurement & Data	Describe and compare measureable attributes such as length or weight					
	Classify objects and count the number in each category					
Geometry	Identify & describe squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres					
	Create and compose shapes				AND DESCRIPTION	
2910 - Science & Te	chnology / Engineering Overall Performance Level					
Science & Engineering Practices	Ask questions about the world around us and define problems that impact us					
Plan and Carry Out Investigations	Gather information and explain data from investigations					
Evaluate Information	Use observations as evidence to support a claim					
Natural World	Identify reasons for why things change					
Life Science	Identify the needs and cycles of plants and animals					
	Explain how plants and animals can cause changes in their environment					
Earth & Space Science	Measure, describe, and record changes in weather and temperature and identify patterns over time					
Physical Science	Investigate how changes in pushes and pulls affect the motion of objects					
	Make observations that sunlight warms materials & design a structure that reduces the sun's warming effect					
3910 - History & Soc	cial Science Overall Performance Level					
History and Geography	Identify sequential actions and phrases related to chronology and time					
	Demonstrate what a map/globe is					
	Describe the events/people celebrated during US national holidays					
Civics & Government	Identify important American symbols					
	Retell stories that highlight civic qualities					
Economics	Give examples of different kinds of jobs that people do, including the work they do at home					
	Explain why people work and things that people buy with money they earn					
Literacy	Use a combination of drawing, dictating and writing to compose informative texts					
6920 - Visual Arts Ov	verall Performance Level					
Creating	Build skills in various media & approaches to art-making through individual and collaborative experimentation					
Presenting	Select art objects for personal portfolio and display, explaining why they were chosen					
Responding	Interpret art by identifying subject matter and describing relevant details					
Connecting	Identify the purpose of an artwork					
6930 - Music Overall	Performance Level					
Performing	Engage in vocal exploration (speaking, singing, whispering, etc.) and explore in-tune singing					
	Demonstrate and label steady beat in hands and feet			A		
Creating	Engage in creative movement					

Doc									Q1	Q2	Q3	Q4	Fin
	ponding	musical	examples	fast-slow, l			loud-sof	t in					
893	0 - Physical Ed	ucation O	verall Per	formance	Leve	1							
Mov	ement Skills			oetency in r nopping, sk									
Life	Long Learning	Skills					Q1	Q	2	Q	3		Q4
Care	e for personal nee	ds indepe	ndently										
Port	ray positive appro	oach for le	arning										
Acce	ept responsibility	for own be	havior										
Follo	ow the rules of the	e classrooi	m and scho	ool									
٩рр	roach challenges	using a va	riety of pos	sitive strate	gies								
Ехрі	ress needs approp	oriately											
Orga	anize self and ma	terials app	ropriately										
Foci	us attention durin	g instruction	on and on t	tasks									
Follo	ow one step direc	tions											
Follo	ow multi-step dire	ections											
Dem	nonstrate effort												
Res	pect others rights	, feelings,	and proper	ty									
Trar	nsition easily from	one activi	ity to anoth	ner									
Use	a pencil correctly												
Jse	scissors correctly												
	Туре		Q1	Q2		Q3		04			Year	to Da	ate
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C		4 3	Q2 Com Ke Exceeds : Consister Achieves	nment ey to Perfo	- Exter beyond - Cons	Q3 Contact Level and skey of stated of stated of sistently	els concepts grade-le grasps a	t, procevel ber	nchma plies	, and arks. key c	skills.	ots,	
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Student: Teacher:

Writing

Grade 01 Quarterly Report Card 2015-16

HmRm:

		Sa	4-		7.	3 Hatte
10911 - English Lan	guage Arts Overall Performance Level		THE RES			
Foundational Skills	Recognize the features of a sentence (first word, capitalization, ending, punctuation)					
	Distinguish between sounds, spoken words, and syllables	l				
	Apply phonics in decoding words					
	Read grade appropriate irregularly spelled and high frequency words					
	Read grade level text with sufficient accuracy and fluency to support comprehension				i	
Reading Literature	Ask and answer questions about key details in a text					
	Retell stories to demonstrate understanding				1	
	Compare and contrast characters and events in and between texts					
Reading Informational Texts	Use text to understand author's purpose					
	Identify & explain characteristics of various types of texts	1				
	Identify similarities and differences between two texts on the same topic					
Speaking & Listening	Take part in a range of discussions by building on others' ideas and clearly expressing his/her own					
	Speak in complete sentences					
	Ask and answer questions to deepen understanding			-	1	
	Express ideas about people, places and events with relevant details, including visual displays when appropriate					
Language	Print all upper-and lowercase letters		i			ĺ
	Produce simple and compound sentences				1	
	Capitalize dates, names of people, use end punctuation, commas in dates and series					
	Spell words with common spelling patterns and frequently occurring irregular words					
	Determine the meaning of unknown or multiple-meaning words and phrases					

Accurately use academic and content specific vocabulary

Write narratives: recount two or more sequenced events, details, temporal words to signal event order, sense of

Write informative/explanatory pieces: name a topic,

Write opinion: introduce a topic/name a book, state an opinion, supply a reason, provide closure

Use nouns, verb tenses, adjectives, common conjunctions, articles, and prepositions

supply some facts, provide closure

Write poems with rhyme and repetition

closure

		Q1	Q2	Q3	Q4	Final
	Focus on a topic and add details to strengthen writing					1
1911 - Mathematics	Overall Performance Level					
Problem-Solving	Make sense of problems and persevere in solving them				<u> </u>	
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically	The state of the s				
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
Operations and Algebraic Thinking	Model and solve addition problems and number sentences to 20					
	Model and solve subtraction problems and number sentences to 20					
	Fluently add and subtract within 10					
	Use various strategies to add and subtract				i	
Number & Operations in Base Ten	Count verbally and in writing to 120 starting at any number					
	Compose and decompose two-digit numbers using tens and ones					
	Understand and explain the value of each digit in a two- digit number; compare two two-digit numbers using >, < or =					
	Add and subtract multiples of 10			- Service Allerance		
Measurement & Data	Tell time to the hour and half hour	-1				
	Identify all U.S. coins and their values; determine the value of a collection of common coins					
	Measure and compare lengths in non-standard units					
	Organize and interpret data					
Geometry	Identify and describe shapes using their defining attributes					
	Partition circles and rectangles into two and four equal parts ("halves" and "fourths")				masourela	
	chnology / Engineering Overall Performance Level					
Science & Engineering Practices	Ask questions about the world around us and identify problems that impact us					
Plan and Carry Out Investigations	Gather, analyze and communicate information from investigations	No. All Co. of State of				
Evaluate Information	Use information from text/print, media and investigations as evidence to support a claim or an argument					
Natural World	Predict outcomes based on patterns or observed characteristics					
Earth & Space Science	Identify daily and seasonal patterns including day length, temperature and weather					
Physical Science	Explain how light and sound move through different materials					
Engineering	Define and develop multiple solutions to a problem					
Life Science	Compare different species of animals and plants and explain how each interacts with their environment			- Adamson		
3911 - History & Soc	cial Science Overall Performance Level		50, 50%			
History and Geography	Use calendars to identify seasons/time sequence; days, weeks, months, and years	- Control sports			!	
	Identify specific geographic locations on a map and globe				1	

			Q1	Q2	Q3	Q4	Fina
	Understand the reasons for celebrating state holidays	national and					
Civics & Government	Identify the current President of the Unthe job of the president	nited States a	nd				
	Identify and explain the meaning of Ar symbols	nerican natior	nal				
	Explain that America is a combination of people and religions	of many differ	ent				
Economics	Give examples of goods and services p	eople buy and	d use				
	Give examples of economic choices per	ople make					
Literacy	Write informative/explanatory text nan social studies, supply some facts and p closure						
6921 - Visual Arts O	verall Performance Level						
Creating	Explore uses of materials and tools to or design	create works	of art				
Presenting	Identify where art is displayed both in and outside of school						
Responding	Interpret art by categorizing subject m identifying the characteristics of form						
Connecting	Understand that people from different have made art for a variety of reasons	nes					
6931 - Music Overa	Il Performance Level						
Performing	Performing Select and perform songs to demonstrate in tune singing						
	Master steady beat awareness						
	Perform known rhythmic concepts with	accuracy					
Responding	Decode and read beginning rhythms ar concepts	nd rhythmic					
8931 - Physical Edu	cation Overall Performance Level						
Movement Skills	Demonstrate competency in a variety of movement patterns	of motor skills	and				
Knowledge	Demonstrate knowledge/skills to achieve health-enhancing level of physical active	ity and fitnes	s				
Social Skills	Exhibit responsible personal behavior t and others	hat respects s	elf				
life Lange Languages	ALCH.						04
Life Long Learning S	SKIIIS	Q1	Q2	Q	3	(51
Portray positive approx		Q1	Q2	Q	3		27
Portray positive approa		Q1	Q2	Q	3		~~
Portray positive approa	ach for learning feelings, and property	Q1	Q2	Q	3		
Portray positive approa Respect others rights, Accept responsibility fo	ach for learning feelings, and property	Q1	Q2	Q	[3]		27
Portray positive approa Respect others rights, Accept responsibility fo Transition appropriate Follow the rules of the	ach for learning feelings, and property or own behavior ly from one activity to another classroom and school	Q1	Q2	Q	[3]		2-3
Portray positive approa Respect others rights, Accept responsibility fo Transition appropriate Follow the rules of the	ach for learning feelings, and property or own behavior ly from one activity to another	Q1	Q2	Q	3		
Portray positive approa Respect others rights, Accept responsibility for Transition appropriatel Follow the rules of the Approach challenges u Organize self and mate	ach for learning feelings, and property or own behavior ly from one activity to another classroom and school using a variety of positive strategies erials appropriately	Q1	Q2	Q	3		
Portray positive approa Respect others rights, Accept responsibility for Transition appropriatel Follow the rules of the Approach challenges u Organize self and mate Focus attention during	ach for learning feelings, and property or own behavior ly from one activity to another classroom and school using a variety of positive strategies erials appropriately instruction and on tasks	Q1	Q2	Q	3		
Portray positive approa Respect others rights, Accept responsibility for Transition appropriate Follow the rules of the Approach challenges u Organize self and mate Focus attention during Follow one step directi	ach for learning feelings, and property or own behavior ly from one activity to another classroom and school using a variety of positive strategies erials appropriately instruction and on tasks	Q1	Q2	Q	3		
Portray positive approarms and a commentary for the service of the	ach for learning feelings, and property or own behavior ly from one activity to another classroom and school using a variety of positive strategies erials appropriately instruction and on tasks	Q1	Q2	Q	3		
Portray positive approarms a comment of the street of the	ach for learning feelings, and property or own behavior ly from one activity to another classroom and school using a variety of positive strategies erials appropriately instruction and on tasks ions tions	Q1	Q2	Q	3		
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Portray positive approarms a comment of the street of the	ach for learning feelings, and property or own behavior ly from one activity to another classroom and school using a variety of positive strategies erials appropriately instruction and on tasks ions th peers	Q1	Q2	Q	13		

Dismissed	3	0	0	0	3
Tardy	0	0	0	0	0
Q1 Comment	Q2 Cor	nment	Q3 Comm	nent	Q4 Comment

			Key to Performance Levels
С	Consistently	4	Exceeds Standards – Extends key concepts, processes, and skills. Consistently works beyond stated grade-level benchmarks.
U	Usually	3	Achieves Standards – Consistently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.
S	Sometimes	2	Approaching Standards – Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.
R	Rarely	1	Needs Support – Not grasping key concepts, processes, and essential skills. Area of concern that requires support.

	Key to	Com	ments
A	Absences/Tardies impact performance	М	Making progress/growth
В	Always willing to help teachers/peers	N	Maximizes time on learning independently
C	Behavior hinders progress	0	Needs prompting to engage in discussions
D	Benefits from teacher proximity & prompting	P	Needs support interacting with others successfully
E	Can be more successful if prepared for class	Q	Needs support to maximize time on learning
F	Can benefit from increased organizational skills	R	Needs support transitioning between activities
G	Comes prepared and ready to learn	S	Needs support working in co-op learning groups
Н	Consistently shows effort	T	Needs to consistently complete homework
I	Contributes to the classroom discussions	U	Needs to review work for quality
J	Demonstrates respectful interactions	٧	Produces quality work
K	Increased effort would improve performance	W	Shows initiative
L	Makes positive choices as a role model	X	Works well in co-op learning groups



Grade 02 Quarterly Report Card 2015-16

Teacher:		Hr	nRm			
		Q1	Q2	QЗ	Q4	Final
10912 - English Lan	guage Arts Overall Performance Level					
Foundational Skills	Read with sufficient accuracy to support comprehension		1			
	Read grade level text with fluency to support comprehension					
	Decode long and short vowels when reading regularly spelled one- and two-syllable words					
	Decode words with common prefixes and suffixes					
	Read grade-appropriate irregularly spelled words					
Reading Literature	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of a text					
	Describe how characters respond to major events and challenges, express their point of view, and are the same or different					
Read grade level text with flue comprehension Decode long and short vowels spelled one- and two-syllable Decode words with common proceed and properties of the same topic Describe how characters responsion of the same topic Describe how characters responsion of the same topic Describe the overall structure Know and explain how text fee Describe the overall structure Know and explain how text fee Describe key ideas or details finformation presented orally on Participate in collaborative confor discussion Ask and answer questions about gather additional information of Tell a story or share an experiusing complete sentences and Capitalize proper nouns, use of apostrophes in contractions are Apply spelling patterns and us Determine the meaning of unk meaning words Interpret figurative language, relationships and word meaning Use new words and phrases, in adverbs (descriptive words) Writing Writing Writing under the meaning use discovered the set of the set o	Compare and contrast two versions of the same story on the same topic					
Reading Informational Texts	Determine topic and main purpose of text					-
	Describe the overall structure of a text					
A SHALL WE CONSTRUCTION OF THE PART OF A SHALL WAS A S	Know and explain how text features aid comprehension					
Speaking & Listening	Describe key ideas or details from a text read aloud or information presented orally or through other media					
	Participate in collaborative conversations, following rules for discussion					
	Ask and answer questions about what a speaker says to gather additional information or deepen understanding					
DE TRUTT SCHOOLSEN WESTERN, SAN IS SEEN FOR SEEN AND SEEN AS THE S	Tell a story or share an experience with facts and details using complete sentences and a clear, audible voice					
Language	Use correct grammar when writing or speaking: collective and plural nouns, pronouns, past tense, adjectives and adverbs			4		
	Produce complete simple and compound sentences			i		
	Capitalize proper nouns, use commas in letters and use apostrophes in contractions and possessives			1		
	Apply spelling patterns and use resources to correct					Market British and St.
	Determine the meaning of unknown and multiple- meaning words					Man Calo
	Interpret figurative language, determine word relationships and word meanings					
CONTROL MINISTER NA MANAGEMENT CONTROL NA CO	Use new words and phrases, including adjectives and adverbs (descriptive words)					
Writing	Write narrative pieces: recount an event, include details, use temporal words, use dialogue, provide closure					
	Write informative/explanatory pieces: Introduce topic, use facts and definitions to develop, provide conclusion					

		Qi	Q2	Q3	Q4	Final
	Write opinion pieces: introduce topic/book, state opinion, supply reasons, use linking words, provide conclusion					
	Focus on a topic and strengthen it with details, facts or reasons					
	Publish writing using a variety of digital tools					
1912 - Mathematics	Overall Performance Level					
Problem-Solving	Make sense of problems and persevere in solving them	i				E-6191001525V1
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
Operations and Algebraic Thinking	Use addition and subtraction within 100 to solve 1- and 2-step word problems					
	Fluently add/subtract within 20 using mental strategies			Standard TST		
PP 171 M TO THE CONTROL OF PRINCES AS TO BE ADMITS TO THE TOTAL AND ADMITS A MAXIMUM AND THE ADMITS AS A MAXIMUM A	Write an equation to express the total amount of objects in a rectangular array as a sum of equal addends					
Number & Operations in Base Ten	Understand and explain place value and its patterns to 1000					eran man a simple ree
	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form					
	Understand and explain the value of each digit in a three-digit number; compare two three-digit numbers using >, < or =					
	Add and subtract within 100 fluently					
	Use place value strategies to add and subtract within 1000					
Measurement & Data	Measure and estimate lengths in inches, feet, centimeters and meters, or in nonstandard units					
	Solve word problems involving lengths using addition and subtraction				İ	
	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.					Name of Australia
	Solve word problems involving dollar bills, quarters, dimes, nickels and pennies					
	Generate measurement data and represent a data set with a bar graph or picture graph					
Geometry	Identify and draw shapes and their attributes					* ** ***
	Partition circles and rectangles into equal parts using fractions and whole parts ("halves", "thirds", "fourths")			Market School		collect restriction during
characters from more confined and an extra extra participated to the first and a facility of the contract of t	chnology / Engineering Overall Performance Level					
Practices	problems that impact us				į	
Plan and Carry Out Investigations	Explore the world around us, collect and analyze data from investigations and communicate findings				-	Marilla Saranana Saparana
Evaluate Information	Use observations, data and information obtained from text/print and other media as evidence to support claims or arguments					
Life Science	Compare living things in a particular region and explain how they depend on their environment					
Earth Science	Map the shapes and types of landforms and bodies of water in an area					

		Q1	Q2	Q3	Q4	Fina
	Develop and compare solutions to prevent wind or water erosion					
Engineering	Define and develop multiple solutions to a problem					
Physical Science	Design and conduct an experiment on friction					
	Explore the properties of matter					
	Matter and Its Interactions: Heating and Cooling					
3912 - History & So	cial Science Overall Performance Level					
History and Geography	Use calendars, words and phrases related to time and causation, and historical timelines					
J , ,	Use maps and globes					
	Identify the 7 continents and 5 oceans					
	Identify major rivers and mountain ranges in the world		7			
Civics & Government	Explain rights and responsibilities of United States citizens and give examples of good citizens and good leaders					
	Understand that America is a combination of traditions and cultures from around the world					
Economics	Understand and give examples of the local economy- goods/services, buyers/sellers, producers/consumers					
Literacy	Write informative/explanatory text on a topic in social studies: use facts/definitions and provide a concluding statement					
5982 - Visual Arts C	Overall Performance Level					
Creating	Experiment with various materials and tools to explore personal interests in a work of art or design					
Presenting	Categorize artwork based on a theme or concept for an exhibit					
Responding	Use learned art vocabulary to express preferences about artwork					
	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form					
Connecting	Create works of art about events in home, school, or community life					
6992 - Music Overa	II Performance Level					
Performing	Select and perform songs to demonstrate in tune singing independently					
	Collaboratively engage in movement and improvisatory activities					
Creating	Interpret known rhythms and beginning melodic concepts					
Responding	Analyze musical examples through the use of dynamics and tempo vocabulary					
	Explore musical structure through formal analysis					
8912 - Physical Edu	cation Overall Performance Level					
Movement Skills	Demonstrate competency in a variety of motor skills and movement patterns					
Knowledge	Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness					
Social Skills	Exhibit responsible personal behavior that respects self and others					Control of the Contro
Life Long Learning	Skills Q1 Q	22		23		Q4

	sition appropriately ow the rules of the c	Charles and Charles and Charles and					
	ept responsibility for						
Accept responsibility for own behavior Approach challenges using a variety of positive stra					es		
	anize self and mater						
	ow one step direction						
	w multi-step direction						
	onstrate effort						
Worl	k cooperatively with	peers					
	k independently	•					
Fulfi	II homework require	ments v	vith suppor	rt			
	Туре		Q1	Q2	03	Q4	Year to Date
	Absent		1	0	0	0	1
	Dismissed		1	0	0	0	1
	Tardy		0	0	0	0	0
	O1 Comment		Q2 Com	ment	O3 Com	ment	Q4 Comment
					0.000 to 10.000 to 1		
			K	ey to Perfor	mance Levels		
С	Consistently	4			extends key conc yond stated grad		
U	Usually	3			Consistently gra Successfully mee		key concepts, e-level benchmarks.
S	Sometimes	2			s – Beginning to Progressing tow		ly key concepts, chmarks.
R	Rarely	1			grasping key cor equires support.		es, and essential skills.
Consumption of the last of the							CONTRACTOR OF THE PARTY OF THE
				Key to Co	omments		
A	Absences/Tardies	impact	performan	Section of the contract of the	AND A CONTROL OF THE PROPERTY	gress/growth	
AB	Absences/Tardies Always willing to h			ce	M Making pro		g independently
		nelp tea	chers/peer	ce	M Making pro N Maximizes	time on learnin	g independently ge in discussions
В	Always willing to h	nelp tea progress	chers/peer	ce	M Making proN MaximizesNeeds pro	time on learnin	<u> </u>
B	Always willing to h	nelp tea progress ther pro	chers/peer s ximity & p	ce s rompting	M Making proN MaximizesO Needs proP Needs supp	time on learnin mpting to enga ort interacting w	ge in discussions
B C D	Always willing to he Behavior hinders properties from teach	nelp tea progress ther pro essful if	chers/peers s ximity & propersion	rompting for class	M Making proN MaximizesO Needs proP Needs suppQ Needs supp	time on learnin mpting to engage ort interacting w port to maximiz	ge in discussions with others successfully
B C D E	Always willing to h Behavior hinders p Benefits from teac Can be more succ	nelp tea progress ther pro essful if creased	chers/peers ximity & prepared organizatio	rompting for class	M Making pro N Maximizes N Needs pro P Needs supp Q Needs supp R Needs supp	time on learnin mpting to enga ort interacting w port to maximiz port transitionir	ge in discussions vith others successfully the time on learning
B C D E F	Always willing to head behavior hinders penefits from teach can be more succession benefit from in	nelp tea progress ther pro essful if creased and reac	chers/peers ximity & prepared organizatio	rompting for class	M Making pro N Maximizes O Needs pro P Needs supp Q Needs sup R Needs sup S Needs sup	time on learnin mpting to enga- ort interacting w port to maximiz port transitionin ort working in c	ge in discussions with others successfully the time on learning and between activities
B C D E F G	Always willing to head a second be more successful from the control of the contro	nelp tea progress ther pro essful if creased and reac s effort	chers/peers ximity & pi prepared organizatio dy to learn	rompting for class	M Making pro N Maximizes O Needs proi P Needs supp Q Needs sup R Needs sup S Needs sup T Needs to c	time on learnin mpting to enga- ort interacting w port to maximiz port transitionin ort working in c	ge in discussions with others successfully the time on learning the between activities to-op learning groups the property of t

Produces quality work

X Works well in co-op learning groups

W Shows initiative

Demonstrates respectful interactions

K Increased effort would improve performance

L Makes positive choices as a role model

ANNEX A gb #4-294 Page 8



Grade 03 Quarterly Report Card 2015-16

Student:					nimina		
Teacher:	Hn	nRm:			10.55.		
		Q1	Q2	Q3	Q4	Final	
10913 - English Lan	guage Arts Overall Performance Level						
Foundational Skills	Describe how prefixes and suffixes change the meaning of the root; break apart unknown words with three or more syllable chunks					The state of the s	
	Read grade level text accurately						
	Read fluently to support comprehension						
Reading Literature	Retell stories, explain the central message, lesson, and/or moral using key details						
	Ask and answer questions from a text						
	Compare and contrast themes, settings and plots of two stories						
	Describe characters in a story, explain how their actions contribute to the sequence of events						
	Determine point of view; explain how own point of view is similar/different from the narrator, character, or author						
7	Use reading strategies to understand difficult text	Tau cholosia (mo		*******			
	Use text features and search tools to quickly locate information on a topic						
Reading Informational Texts	Identify the main ideas and how key details from the text support the main idea						
	Use strategies and resources to determine meaning of academic and content specific words			Annie in chiese			
	Compare and contrast key details in two texts on the same topic			manifest of a con-			
Language	Use commas and quotation marks in dialogue, spell high frequency and base words with suffixes and use reference materials				4	AND	
	Determine the meaning of unknown and multiple- meaning words				1	100	
	Interpret figurative language, determine word relationships and word meaning						
	Spell high frequency words and other studied words; consult references to check and correct spelling						
	Use coordinating and subordinating conjunctions to produce simple, compound and complex sentences						
	Accurately use conversational, academic, and content specific words including words that signal spatial and temporal relationships						
Writing	Write a narrative: introduce narrator, character, and situation, put events in order, develop events using dialogue and description, provide closure		1				
	Write an informative/explanatory piece: introduce topic, use facts and definitions, use linking words and phrases, and provide conclusion						

2 Q3	Q2 Q3	Q4	Final
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co Información			
Personal	Person		
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magnetism

		Qi	Q2	Q3	04	Final
	Demonstrate an understanding of motion of objects			4200 274 10020		Takka Statistick impless
Technology & Engineering	Demonstrate an understanding and knowledge of simple machines					
Life Science	Demonstrate understanding of the characteristics of plants and animals					
	Demonstrate understanding of adaptations and behaviors, and life cycles					
	Demonstrate understanding of habitats and ecosystems					
3913 - History & So	cial Science Overall Performance Level					
History and Geography	Explain the background and importance of the Wampanoags, Pilgrims and Puritans in Massachusetts					
	Identify specific geographic locations in Massachusetts relative to early Colonial history					
	Explain the importance of historical artifacts and primary sources					
	Explain the important political, economic, and military developments leading up to and during the American Revolution					
Civics & Government	Understand and explain the purpose of governments	na na marka ka				
	Identify key American documents			<u> </u>		L
	Give examples of ways citizens can participate in local government	out the same				
Economics	Explain the purpose and uses of taxes					
	Understand barter and trade					
Literacy	Write informative/explanatory texts to examine a topic in social studies: convey information clearly, provide facts, definitions and a conclusion					The second second second second
6923 - Visual Arts O	overall Performance Level					
Creating	Create personally satisfying artwork using a variety of artistic processes and materials					
	Elaborate visual information by adding details in an artwork to enhance emerging meaning					
Presenting	Identify exhibit space and prepare works of art including artists' statements for presentation					
Responding	Evaluate work based on given criteria					
Connecting	Develop a work of art based on observations of surroundings		TO SEE AND DESIGNATION OF THE PERSON OF THE	nia instantenako		Advisord temperatures (a
6933 - Music Overa	II Performance Level					
Performing	Select and perform songs to demonstrate in tune singing with expanded range	Toronto turnos				
Creating	Create musical responses using the do pentatonic scale				ļ	
	Perform known rhythmic and melodic phrases on a variety of classroom instruments					
Responding	Collaboratively explore part work to understand complex musical structure		ļ	ļ		
	Respond to musical examples using music vocabulary			describeration and		Long to to the long
8913 - Physical Edu	cation Overall Performance Level					
Movement Skills	Apply knowledge of concepts, principles, and tactics related to motor skills, movement patterns and performance	Account to the second	1			
Knowledge	Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness					

	al Skills	Exhibit i		e personal be	ehavior	that respec	ts self		
Life	Long Learning 5	kills				Q1	Q2	Qs	Q4
ortr	ay positive approa	ch for lea	arning	,		1	-		
Resp	ect others rights, 1	eelings,	and prope	rty				-	
Transition appropriately from one activity to anothe								<u> </u>	
Follow the rules of the classroom and school									
Accept responsibility for own behavior									
Appr	oach challenges us	sing a va	riety of po	sitive strateg	jies				
Orga	nize self and mate	rials app	ropriately	grand believes allowed an expense grands				1	
ocu	s attention during	instructio	on and on	tasks					
ollo	w one step direction	ons	- p. mars decise	and the same of th	av			-	
ollo	w multi-step direct	ions		-					
Dem	onstrate effort in e	very sub	ject area				1		
Norl	k cooperatively wit	h peers		u				_	
	k independently			to the same of the				<u> </u>	
ulfil	II homework requir	ements v	with suppo	ort	and the street, after the street, and				
Dem	onstrate good stud	ly habits						i	
	Туре		Q1	Q2		Q3	Q4	Y	ear to Date
	Absent		0	0		0	0		0
	Dismissed		0	0		0	0		0
	T de								
	Tardy O1 Comment		0 02 Cor	0 nment		0 Q3 Comm	0 ent	Q4	0 Comment
	Q1 Comment		Q2 Cor	nment (ey to Perfo	entire in the same of the same	Q3 Comm	ent		Comment
C		4	Q2 Cor Exceeds Consiste	nment Ley to Perfo Standards — Intly works b	Extend eyond	Q3 Comm	epts, processe-level bench	es, and s marks.	Comment kills.
C	Q1 Comment	4	Q2 Cor Exceeds Consiste Achieves processe	nment Standards — Intily works be Standards — Standar	Extendersond services of the Extenderson of the Ext	Q3 Common ve Levels is key concestated grade stently grasssfully meet	epts, processi-level bench ps and applies s stated grad	es, and s marks. s key co le-level b	kills. ncepts, enchmarks.
	Q1 Comment Consistently		Q2 Corr K Exceeds Consiste Achieves processe Approac processes	mment Standards — Antly works be a Standards — Standa	Extende eyond s - Consis Success ds – Be Progre	Q3 Communication (Capacitated grades stently grass safully meet beginning to easing toward to	epts, processe-level bench ps and applies stated grac grasp and ap rds stated be	es, and s marks. s key co le-level b ply key c nchmark	kills. hcepts, henchmarks. honcepts, s.
U	Q1 Comment Consistently Usually	3	Exceeds Consiste Achieves processe Approac processe Needs S	mment Standards — Antly works be a Standards — Standa	Extende eyond s - Consi: Succes ds - Be Progre	Q3 Common to Levels is key concept at the grade stently grass as fully meet againing to easing toward to key concept again to the grade	epts, processe-level bench ps and applies stated grac grasp and ap	es, and s marks. s key co le-level b ply key c nchmark	kills. hcepts, henchmarks. honcepts, s.
U	Consistently Usually Sometimes	3	Exceeds Consiste Achieves processe Approac processe Needs S	nment Standards – Extende eyond s - Consis Success ds - Be Progre graspi require	Q3 Common to the control of the cont	epts, processe-level bench ps and applies stated grac grasp and ap rds stated be	es, and s marks. s key co le-level b ply key c nchmark	kills. hcepts, henchmarks. honcepts, s.	
U S	Consistently Usually Sometimes	3 2 1	Exceeds Consiste Achieves processe Approac processe Needs S Area of	Ment Standards – Notconcern that Key to 1	Extendes eyond services - Consistence of Successive Successive of Succes	Q3 Common Levels lis key concestated grade stated grade stently grassfully meet eginning to easing toward to be still toward the state of the state	epts, processe-level bench ps and applies stated grac grasp and ap rds stated be	es, and s marks. s key co le-level b ply key c nchmark	kills. hcepts, henchmarks. honcepts, s.
U S R	Consistently Usually Sometimes Rarely	3 2 1 s impact	Exceeds Consisted Achieved Approac processe Approac processe Needs S Area of o	Standards - standa	Extende eyond see on se	Q3 Common Levels lis key concestated grade stated grade stately grassfully meet eginning to easing toward key concest support.	epts, process e-level bench ps and applie s stated grac grasp and ap rds stated be epts, process	es, and s marks. Is key co le-level b ply key c nchmark ses, and	kills. ncepts, enchmarks. oncepts, s. essential skill
U S R	Consistently Usually Sometimes Rarely Absences/Tardie	3 2 1 s impact help tea	Exceeds Consiste Achieves Approac processe Approac processe Needs S Area of o	Standards - standa	Extende eyond services of the comment of the commen	Q3 Common April 1988 A	epts, process e-level bench ps and applies s stated grac grasp and ap rds stated be repts, process	es, and s marks. is key co le-level b ply key c nchmark ses, and	kills. ncepts, enchmarks. oncepts, s. essential skill
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U S R A B	Consistently Usually Sometimes Rarely Absences/Tardie Always willing to	3 2 1 s impact help tea progressacher pro	Exceeds Consiste Achieves Approac processe Approac processe Needs S Area of of	standards – standa	Extende eyond services of the consistence of the co	Q3 Common Levels lis key concestated grade stated grade stated grade stated grade in the sing toward the stated grade in the support. A concess support.	epts, process e-level bench ps and applies s stated grac grasp and ap rds stated be repts, process gress/growth me on learni pting to enga	es, and s marks. Is key co le-level b ply key co nchmark ses, and ing indep ng indep with othe	kills. ncepts, enchmarks. oncepts, s. essential skill endently ccussions rs successfully
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U S R A B C D E	Consistently Usually Sometimes Rarely Absences/Tardie Always willing to Behavior hinders Benefits from tea	3 2 1 s impact help tea progressacher processful if ncreased	Exceeds Consiste Achieves Approac processe Approac processe Needs S Area of of performan chers/pee	Standards - standa	Extendeyond services of the control	Q3 Common land land land land land land land lan	epts, process- e-level bench ps and applies s stated grac grasp and ap rds stated be repts, process gress/growth me on learni pting to enga rt interacting ort to maximi	es, and s marks. Is key co le-level b ply key co nchmark ses, and Ing indep age in dis with othe ize time o	kills. ncepts, enchmarks. oncepts, s. essential skill endently scussions rs successfully on learning een activities
U S R A B C D E F	Consistently Usually Sometimes Rarely Absences/Tardie Always willing to Behavior hinders Benefits from tea Can be more suc Can benefit from	s impact help tea progress acher pro ccessful if	Exceeds Consiste Achieves Approac processe Approac processe Needs S Area of of performan chers/pee s xximity & p f prepared organizatio dy to learn	Standards - standa	Extende eyond services of the consistence of the co	Q3 Common Levels lis key concestated grade stently grasport listently	epts, process e-level bench ps and applie s stated grac grasp and ap rds stated be repts, process press/growth me on learni pting to enga rt interacting ort to maximi ort transitioni	es, and s marks. s key co le-level b ply key c nchmark ses, and ng indep age in dis with othe ize time o ing betwico-op leai	kills. ncepts, enchmarks. oncepts, s. essential skill endently ccussions rs successfully on learning een activities rning groups
U S R A B C D E F G	Consistently Usually Sometimes Rarely Absences/Tardie Always willing to Behavior hinders Benefits from tea Can be more suc Can benefit from Comes prepared	s impact help tea progress acher pro ccessful if increased and reac ws effort	Exceeds Consiste Achieves Approac processe Approac processe Needs S Area of of performan chers/pee s xximity & p prepared organization dy to learn	Standards - standa	Extende eyond services of the control of the contro	Q3 Common Levels lis key concestated grade stently grasport listently	epts, process e-level bench ps and applie s stated grac grasp and ap rds stated be repts, process rress/growth me on learni pting to enga rt interacting ort to maximi ort transitioni rt working in	es, and s marks. s key co le-level b ply key c nchmark ses, and ng indep age in dis with othe ing betw co-op lea mplete h	kills. ncepts, enchmarks. oncepts, s. essential skill endently ccussions rs successfully on learning een activities rning groups
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U S R A B C D E F G H I	Consistently Usually Sometimes Rarely Absences/Tardie Always willing to Behavior hinders Benefits from tea Can be more suc Can benefit from Comes prepared Consistently sho Contributes to the	s impact help tea progress acher pro ccessful if increased and read ws effort e classro spectful	Exceeds Consiste Achieves Approac processe Approac processe Aperoac performan chers/pee s xximity & p f prepared organizatio dy to learn soom discus interaction	Standards – standa	Extence eyond services and services and services are graspii or equire. Communication of the services are services and services are services and services are services are services and services are se	Q3 Common Levels lis key concestated grade stently graspossfully meet eginning to easing toward to be essing y to be essingly to be essing to be essingly to be ess	epts, processed level bench grasp and applies stated grac grasp and aproved grasp and applies stated be grasp and aproved grasp and applies grasp and applie	es, and s marks. s key co le-level b ply key c nchmark ses, and ng indep age in dis with othe ing betw co-op lea mplete h	kills. ncepts, enchmarks. oncepts, s. essential skill endently ccussions rs successfully on learning een activities rning groups

Q1 Q2 Q3 Q4 Final



Grade 04 Quarterly Report Card 2015-16

Student: Teacher:	Hn	nRm:				
		Q1	Q2	Q3	Q4	Final
10914 - English Land	guage Arts Overall Mark					
Foundational Skills	Apply grade level phonics and word analysis skills in decoding words					
Reading Literature	Explain what the text says when referring to details in the piece					
	Determine the theme of a piece of literature; summarize					
	Describe in depth a character, setting, or event in a story drawing on specific details in the text					
	Compare/contrast the point of view, theme and genre				ļ	ļ,
	Read grade level text with sufficient accuracy and fluency to support comprehension					
Reading Informational Texts	support the main idea; summarize	CARREST OF ALL S				
	Explain events, procedures, ideas or concepts including what happened and why, based on specific information in the text					
	Determine meaning of content words or phrases to show understanding				1	
	Interpret information from text features (charts, time lines, graphs)		value dell'ille. Più		1	
	Describe the overall structure of events, ideas, concepts or information in a text					
Speaking & Listening	Participate in discussions; stay on topic; link to remarks of others, explain own ideas and what was learned					
	Report on a topic or text, tell a story or recount an experience with facts and details that support main ideas, speaking clearly					
Language	Use complete sentences and recognize fragments and run-ons					
	Use capitalization, punctuation and correct spelling when writing					
	Determine the meaning of unknown and multiple- meaning words using context clues, prefixes, suffixes, root-words; use reference materials					
	Interpret figurative language; determine word relationships and word meanings		-			
	Use grade-appropriate conversational, academic, and content specific words and phrases Accurately					
Writing	Write a narrative: establish the situation, the narrator/characters and sequence, use dialogue and description, transitional words and sensory details					
	Write to explain: introduce a topic, group related information; include text features; develop topics, provide conclusion			-	The second secon	

		Q1	Q2	Q3	Q4	Final
	Write an opinion: introduce topic and opinion, organize ideas, give reasons supported, link opinions and provide conclusion					par tatus ripos desce descen
	Develop and strengthen writing by planning, revising, editing and publishing	The second section is a second section in the second section in the second section is a second section in the section in the section is a section in the section in the section in the section is a section in the section in the section in the section is a section in the section in the section in the section is a section in the sect				
	Produce research assignments by investigating a topic; taking notes and categorizing information; list sources used, give evidence					
1914 - Mathematics	Statement of the Control of the Cont		Balan.			
Problem-Solving	Make sense of problems and persevere in solving them	ļ		-	!	
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others				ļ 	
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically				<u> </u>	
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning			and the same of		
Operations and Algebraic Thinking	Use the four operations to solve multi-step word problems, and explain his/her reasoning		! !		e summandur	
Number & Operations in Base Ten	Use place value understanding to read, write, compare, and round multi-digit numbers					
	Add and subtract multi-digit whole numbers fluently using the standard algorithm					
	Multiply up to a four-digit number by a one-digit number, and multiply two two-digit numbers	NOVORED NA				
	Divide a four-digit number by a one-digit number		<u> </u>			
Fractions	Compare, order and find equivalent fractions			ļ	_	
	Add and subtract fractions and mixed numbers with like denominators					
	Express a fraction with denominator 10 or 100 as a decimal; compare and order decimals					
Measurement & Data	Solve problems involving measurement and data				<u> </u>	
Geometry	Draw and identify lines and angles, and classify shapes by properties of their lines and angles					hantuntar
2914 - Science & Te	chnology Overall Mark					
Science & Engineering Practices	Define and solve problems using science and engineering practices					
Plan and Carry Out Investigations	Obtain, analyze, interpret, and communicate information from investigations					
Evaluate Information	Use observations/data from investigations and information obtained from text and media as evidence to support a claim or present an argument					
Earth & Space Science	Demonstrate understanding of rocks and minerals					
	Demonstrate understanding of earth's surface			i		
	Demonstrate understanding of water cycle			9		
Physical Science	Demonstrate understanding of properties of matter					
	Demonstrate understanding of sound				<u></u>	
	Demonstrate understanding of electricity	i,			1	-
Technology &	Demonstrate understanding and knowledge of simple					
Engineering	machines and tools	-146				
Life Science	Demonstrate understanding of life cycles and adaptations of living things		B 10 10 10 10 10 10 10 10 10 10 10 10 10			

3914 - History & So	ocial Science Overall Mark	Q1	QZ	Q3	Q4	Final
and a true out our end of the comment continued by the call by the call of						
History and Geography	Identify specific geographic locations/historical events in the United States			3		
	Identify specific geographic locations/historical events in Canada					
	Identify specific geographic locations/historical events in Mexico, Central America, and the Caribbean					
Civics & Government	Identify the path to United States citizenship for immigrants and the major rights of US citizens					
Economics	Define and give examples of natural resources in the United States					
	Give examples of resources from North American countries and explain how scarcity compels communities to make choices about goods and services					
	Give examples of how the interaction of buyers and sellers in North America influences the prices of goods and services in the market					
Literacy	Write informative/explanatory texts to examine a topic in social studies: convey information clearly, provide facts, definitions and a conclusion					
6914 - Music Overa	ll Mark					
Performing	Select, analyze and perform songs to demonstrate in tune singing within the range of a 6th					
	Perform known rhythmic and melodic phrases on soprano recorder					
Responding	Identify letter names on the treble clef: E, G A B C D E'					
	Respond, in writing, to own and others' performances using music vocabulary					
Creating	Analyze and interpret known rhythmic and melodic elements on traditional staff notation					
6924 - Visual Arts O	verall Mark					
Creating	Set goals collaboratively and create artworks that are meaningful and have purpose to the makers					
Presenting	Compare and contrast purposes of art museums, art galleries, and other venues and the types of personal experiences they provide					
Responding	Interpret art by referring to contextual information, and analyzing relevant subject matter, characteristics of form, and use of media					
Connecting	Create works of art that reflect community cultural traditions					
8914 - Physical Educ	cation Overall Mark					
Movement Skills	Apply knowledge of concepts, principles, and tactics related to motor skills, movement patterns and performance					
Knowledge	Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness					
Social Skills	Exhibit responsible personal behavior that respects self and others					
3924 - Health Educa	tion Overall Mark					
Health Education	Identify non-violent strategies to manage or resolve conflict					
	List and choose a healthy option when making a health- related decision					

District Co.	Long Learning Skill	S				Q1	Q2	Q3	Q4
Port	ray positive approach	for learning							
Woi	k independently								
Ask	for help when needed								
Org	anize work place and n	naterials							
Turi	Turn in neat, legible work								
Con	plete and return home	ework assignme	ents when o	lue					
Follo	ow rules, procedures, a	and directions							
App	roach challenges using	a variety of po	sitive strate	egies					
Res	oect others rights, feeli	ings, and prope	erty						
Wor	k cooperatively with pe	eers							
Acce	ept and learn from redi	rection							
	Туре	Q1	Q2		Q3		Q4	Year	to Date
	Absent	2	0		0		0		2
	Dismissed	0	0		0		0		0
	Tardy	Tardy 0 0			0	0		0	
	Q1 Comment	Q2 Con	nment		Q3 Co	mmer	nt	Q4 Con	nment
6	6	K	ey to Perf					are to get	
		K	ey to Perf	orma	nce Leve	els		Atlanta	
C	Consistently	K	ey to Perf	A	90 - 100				
U	Usually	K	ey to Perf	A B	90 - 100 80 - 89				
U S	Usually Sometimes	K	ey to Perf	A B C	90 - 100 80 - 89 70 - 79				
U	Usually	K	ey to Perf	A B C D	90 - 100 80 - 89 70 - 79 65 - 69				
U S	Usually Sometimes	K		A B C D	90 - 100 80 - 89 70 - 79 65 - 69 0-64				
U S R	Usually Sometimes Rarely		Key to	A B C D F	90 - 100 80 - 89 70 - 79 65 - 69 0-64)	es/arouth		
U S R	Usually Sometimes Rarely Absences/Tardies im	pact performan	Key to	A B C D F Comm	90 - 100 80 - 89 70 - 79 65 - 69 0-64 ments Making (progres	ss/growth	Lindoponde	potty
U S R A B	Usually Sometimes Rarely Absences/Tardies implications and always willing to help	pact performan o teachers/peer	Key to	A B C D F Comm	90 - 100 80 - 89 70 - 79 65 - 69 0-64 ments Making Maximiz) progres es time	on learning		
U S R A B	Usually Sometimes Rarely Absences/Tardies implications and always willing to help Behavior hinders pro-	pact performan o teachers/peer gress	Key to	A B C D F Comm	90 - 100 80 - 89 70 - 79 65 - 69 0-64 ments Making I Maximiz Needs p	progres es time romptir	on learning	e in discuss	sions
U S R A B	Usually Sometimes Rarely Absences/Tardies imp Always willing to help Behavior hinders pro Benefits from teacher	pact performan o teachers/peer gress r proximity & pi	Key to ce s	A B C D F Comm	90 - 100 80 - 89 70 - 79 65 - 69 0-64 ments Making I Maximiz Needs p	progres es time romptir	on learninging to engag	e in discuss th others su	sions ccessfully
U S R A B C D	Usually Sometimes Rarely Absences/Tardies imp Always willing to help Behavior hinders pro Benefits from teacher Can be more success	pact performan o teachers/peer gress r proximity & pi ful if prepared	Key to ce s	A B C D F Comm M N O P Q	90 - 100 80 - 89 70 - 79 65 - 69 0-64 ments Making I Maximiz Needs p Needs su	progres es time romptir upport ir	on learning to engagenteracting with maximize	e in discuss th others su e time on le	sions ccessfully arning
U S R A B C D E	Usually Sometimes Rarely Absences/Tardies im Always willing to help Behavior hinders pro Benefits from teacher Can be more success Can benefit from incre	pact performan o teachers/peer gress r proximity & pr ful if prepared ased organizatio	Key to ce s	A B C D F Comm	90 - 100 80 - 89 70 - 79 65 - 69 0-64 ments Making I Maximiz Needs p Needs su Needs su	progres es time romptir upport ir upport	on learning to engage of the e	e in discuss th others su e time on le g between a	sions ccessfully arning activities
U S R A B C D E F	Usually Sometimes Rarely Absences/Tardies imp Always willing to help Behavior hinders pro Benefits from teacher Can be more success	pact performan o teachers/peer gress r proximity & pi ful if prepared ased organizatio ready to learn	Key to ce s	A B C D F Comm N O P Q R	90 - 100 80 - 89 70 - 79 65 - 69 0-64 ments Making I Maximiz Needs p Needs su Needs su Needs su	progres es time romptir upport ir upport upport	on learning to engage to engage to engage to engage to maximize transitioning or continuity or the continuity of the continuity or the continuity of the con	e in discuss th others su time on le time on le between a op learning	sions ccessfully arning activities groups
U S R A B C D E F G	Usually Sometimes Rarely Absences/Tardies im Always willing to help Behavior hinders pro Benefits from teacher Can be more success Can benefit from incree Comes prepared and	pact performan o teachers/peer gress r proximity & pi ful if prepared ased organizatio ready to learn	Key to ce s rompting for class nal skills	A B C D F Comm M N O P Q R S	90 - 100 80 - 89 70 - 79 65 - 69 0-64 ments Making I Maximiz Needs p Needs su Needs su Needs su Needs su	progreses time romptir upport ir upport upport upport woo consis	on learning on to engage of the engage of th	e in discuss th others su the time on le time on le time on le discussion the time on le discuss	sions ccessfully arning activities groups
U S R A B C D E F G H	Usually Sometimes Rarely Absences/Tardies im Always willing to help Behavior hinders pro Benefits from teacher Can be more success Can benefit from incre Comes prepared and Consistently shows er	pact performan o teachers/peer gress r proximity & pi ful if prepared ased organizatio ready to learn ffort assroom discuss	Key to ce s rompting for class nal skills	A B C D F Comm M N O P Q R S T	90 - 100 80 - 89 70 - 79 65 - 69 0-64 ments Making I Maximiz Needs p Needs su Needs su Needs su Needs to	progres es time romptir upport ir upport upport w upport w o consis o reviev	on learning on the only on the only on the only on the only of the only on the	e in discuss th others su the time on le time on le time on le discussion the time on le discuss	sions ccessfully arning activities groups
U S R A B C D E F G H I	Usually Sometimes Rarely Absences/Tardies implements Always willing to help Behavior hinders properties from teacher Can be more success Can benefit from incree Comes prepared and Consistently shows et Contributes to the cla	pact performan o teachers/peer gress r proximity & pi ful if prepared ased organizatio ready to learn ffort assroom discuss tful interactions	Key to ce rompting for class nal skills	A B C D F Comm M N O P Q R S T U	90 - 100 80 - 89 70 - 79 65 - 69 0-64 ments Making I Maximiz Needs p Needs su Needs su Needs su Needs su	progres es time romptir upport ir upport upport w o consis o reviev s qualit	on learning on the only on the only on the only on the only of the only of the only on the	e in discuss th others su the time on le time on le time on le discussion the time on le discuss	sions ccessfully arning activities groups



Reading Literature

Language

Writing



	Grade 05 Quarterly Report Card 2015-16			
Student:				
Teacher:		Hn	nRm:	
		Q1	Q2 Q3	Q4
0915 - English La	nguage Arts Overall Mark			
oundational Skills	Apply grade-level phonics and word analysis skills to read unfamiliar words			
	Read grade-level text with sufficient fluency to support comprehension			

	Compare and contrast elements of fiction in a text				
	Describe how a narrator's or speaker's point of view influences how events are described	1			
Reading Informational Texts	Quote accurately from text when explaining meaning				

Use details in a text to determine theme

Analyze multiple accounts of the same event or topic
Explain logic of text organization
Analyze visual and multimedia elements
Determine main ideas and how they are supported

Quote accurately from text when explaining meaning

Determine main ideas and how they are supported	and the same
Integrate information from several texts including digital	minimum Avv. 2
sources on the same topic	in account

Speaking & Listening	Participate in discussions: prepared with required
	reading; contributes to the discussion and draws
	conclusions

Report on a topic or text or present an opinion with support, sequence ideas logically, and speak clearly	
Demonstrate command of the conventions of Standard English punctuation, capitalization and spelling when writing	

mining				TTTTTT WAS IN AN) - entracted and	and the second s
Expand,	combine	and re	duce se	entences	for m	eaning,
interest	and style	r. water o north distance			F	

Determine the meaning of unknown and multiple
meaning words through context clues, Greek and Latin
affixes and roots and references

Demonstrate	understanding of figurative language, word
relationships	and nuances in word meanings
1	THE PARTY OF THE P

relationships and fluances in word flearings
Write narratives: establish a situation, narrator and/or
characters and events; use techniques, transitional
words and details, provide conclusion

words and details, provide conclusion
Write informative/explanatory texts: introduce topic, provide focus, group information logically, use text
features, provide conclusion

Write opinion pieces: introduce a topic or text; st	ate
opinion, create logical organization, use facts and	i
details, link reasons, provide conclusion	

Ose technology to produce and publish
Conduct short research assignments that use several
sources to build knowledge

		Q1	Q2	Q3	Q4	Final
	Develop and strengthen writing by planning, revising, editing, rewriting or trying new approaches					
1915 - Mathematics	Overall Mark					
Problem-Solving	Make sense of problems and persevere in solving them					
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
Number & Operations in Base Ten	Use understanding of place value to read, write, compare and round decimals					
	Multiply multi-digit whole numbers fluently using the standard algorithm					
×	Divide multi-digit whole numbers					INTERNAL PROPERTY AND THE
	Add and subtract decimals to hundredths					
	Multiply and divide decimals to hundredths					
Operations and Algebraic Thinking	Write and interpret numerical expressions					
Fractions	Add and subtract fractions and mixed numbers with unlike denominators					North L. North No. For Print
	Multiply and divide fractions using visual models or the standard algorithm					
	Use the number sense of fractions to solve problems and assess the reasonableness of answers					
Measurement & Data	Understand concepts of volume and relate volume to multiplication and addition					
2915 - Science & Te	chnology Overall Mark					2
Science & Engineering Practices	Pose questions about the natural and technological world. Incorporate science and engineering practices to solve problems					
Plan and Carry Out Investigations	Obtain, analyze, interpret, and communicate information from investigations					
Evaluate Information	Use observations, data and information obtained from text/print and other media as evidence to support a claim or present an argument					
Earth & Space Science	Demonstrate understanding of rocks, earth's history, changes to earth's surface					
	Demonstrate understanding of water cycle, weather and climate					
	Demonstrate understanding of earth and moon relationship, solar system					
Physical Science	Demonstrate understanding of properties of matter					
	Demonstrate understanding of forms of energy, electricity, magnetism		des retories d es			
Technology & Engineering	Develop a solution to an engineering problem					
Life Science	Demonstrate understanding of classification of living things					
	Demonstrate understanding of structures/adaptations in plants and animals					
	Demonstrate understanding of energy and changes in ecosystems					

		Q1	Q2	Q3	Q4	Final
3915 - History & Sc	ocial Science Overall Mark					
History and Geography	Use maps and globes to identify locations, identify specialized maps and compare the world before the Age of Exploration to changes in later years					
	Describe Pre Columbian civilizations of the new world and European exploration, colonization and settlement to 1700					
	Understand and give examples of the political, intellectual and economic growth of the colonies, 1700-1775					
	Describe the events of the American Revolution and the formation of a federal government under the Constitution 1775-1789					
Civics & Government	Explain the principals and institutions of American constitutional government					
water measurements and contract our managements (supplemental management specification)	Describe the first four presidencies and the growth of the republic of the United States to 1820					
Economics	Give examples of how (people, communities, states, nations) save money and the advantages and disadvantages of each					
	Define profit and describe how profit is an incentive for entrepreneurs					
	Give examples of how supply and demand affected prices in colonial history		1			
Literacy	Write texts to examine a topic in social studies, provide facts, definitions, quotations, write details, link ideas and provide a conclusion					
6915 - Music Overa	ll Mark					
Performing	Select, analyze and perform songs to demonstrate in tune and expressive singing					
	Use known concepts in standard notation, create and perform phrases and accompaniments on classroom instruments					
Responding	Interpret American musical works in their historical and cultural context					
	Evaluate musical examples for properties of sound, including timbre, pitch, and amplitude					
2011 THE SECOND SHEET STREET AND ADDRESS OF THE SECOND SHEET	Respond to meter through conducting patterns in 2, 3, and 4 $$					
6925 - Visual Arts C	Overall Mark		A CONTRACTOR OF THE PARTY OF TH			
Creating	Combine ideas to generate innovative ideas for art- making					
	Create artist statements using art vocabulary to describe personal choices in art-making					
Presenting	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork					
Responding	Compare one's own interpretation of a work of art with the interpretation of others					
Connecting	Identify how art is used to inform or change an individual's or society's beliefs, values, or behaviors					
8915 - Physical Edu	cation Overall Mark					
Movement Skills	Apply knowledge of concepts, principles, and tactics related to motor skills, movement patterns and performance					

								Q1	Q2	Q3	Q4	Final
Kno	wledge	Demonstrate the maintain a healt fitness						-				
Soci	al Skills	Exhibit responsil and others	ole personal l	behav	ior that	respec	ts self					
892	5 - Health Educ	ation Overall Ma	rk									
Hea	th Education	Identify effective strategies to enh	nance health								1	
Life	Long Learning		and the second			Q1	CONTRACTOR SALES	22	(6	3		Q4
DOMESTICAL PROPERTY.	ray positive appro	CONTRACTOR OF THE PROPERTY OF				-						
	k independently	deli for learning		ended between the								
	for help when ne	eded	NOT THE RESIDENCE OF THE PARTY							CONTRACTOR OF		
Lawrence	nize work place a		par antena, espannac aspanno. Promotivativa	KANANG TERMINAT			i					
Turr	in neat, legible v	vork	made a second section of the section of the	AMERICAN STREET	n i sommer ou ocument							
Com	plete and return	homework assignm	ents when di	ue								
Follo	w rules, procedu	res, and directions										
Appr	oach challenges	using a variety of p	ositive strate	gies		with production of the program of						
Resp	ect others rights,	feelings, and prop	erty									
Wor	k cooperatively w	ith peers		Marian Company								
Acce	pt and learn from	redirection									ļ.,,	
	Туре	Q1	Q2		Q3		Q4			Year	to Di	ite
har ma a	Absent	3	0		0		0				3	
	Dismissed	0	0		0		0				0	
	Tardy	7	0	<u> </u>	0		0	***			7	
	Q1 Comment	Q2 Co	mment		Q3 (Comm	ent		Q4	Con	ımen	t
			Key to Perfe	orma	nce Le	vels						
С	Consistently			A	90 - 1	C. Evel distance and object	The state of the s	THE PERSON NAMED IN			ACCHICATION CO.	agave a quasign convestion
U	Usually		MANAGEMENT OF THE PARTY OF THE	В	80 - 8	19		Name of Additional Party of the		and the same of th		
S	Sometimes			С	70 - 7	9						
R	Rarely	The control of the co		D	65 - 6	9						
				F	0-64							
			Key to	Com	ments							
A	Absences/Tardi	es impact performa	ince	M	Makin	g progi	ess/grov	vth				
В	Always willing to	o help teachers/pe	ers	N	Maxim	nizes tir	ne on le	arning	inde	pende	ently	
C	Behavior hinder	s progress		0	Needs	promp	oting to e	engage	e in d	iscuss	ions	one out management
D	Benefits from te	acher proximity &	prompting	P	Needs	suppor	t interact	ing wit	th oth	ers su	ccessi	ully
E	Can be more su	ccessful if prepared	d for class	Q	Needs	suppo	rt to ma	ximize	time	on le	arnin	9
F	Can benefit from	increased organizat	ional skills	R	2		rt transit					
G	Comes prepared	d and ready to lear	n	S	j	************	t working					os
H	Consistently sho			T	<u> </u>		sistently				work	
1	MINERAL MEDICAL SECTION OF STREET, STR	he classroom discu		U	·		iew work		uality			
J	ACTION OF THE STATE OF THE STAT	espectful interactio		V			ality worl	<				
K	CONTRACTOR	would improve perfo		W		s initiat						
L	Makes positive	choices as a role m	odel	X	Works	s well in	co-op le	earnin	g gro	ups		



Grade 06 Quarterly Report Card 2015-16

HmRm:

Student:	
Teacher:	

10016 English Law	nymas Auto Ossawii Dienii	QI	Q2	Ő3	Q4	Final
As a construction of the contract of the contr	guage Arts Overall Mark					
Reading Literature	Cite textual evidence to support analysis					
	Determine theme and how it is conveyed through details; provide an objective summary of the text					
	Describe how a particular text's plot unfolds and how the characters respond/change					
	Determine the meaning of words and phrases, including figurative, connotative and technical meaning					
Reading Informational Texts	Analyze how a part of a text fits into the overall structure of a text and development of theme/idea	co support analysis how it is conveyed through dective summary of the text ular text's plot unfolds and how the ange g of words and phrases, including and technical meaning a text fits into the overall development of theme/idea information and presentation of media and genre ividual, event, or idea is and elaborated in a text f view or purpose of a text and a range of collaborative discussions on grade 6 topics, texts, and issues a key ideas and perspectives in a dings, sequencing ideas logically alls coff certain elements in a sentence e meaning of unknown and dis and phrases miding of figurative language, word noes in word meanings ademic, content specific ng words that signal and other relop real or imagined experiences anatory texts to examine a topic rugh logical organization and proport claims with clear reasons on which the development, are appropriate to task, purpose planning, revising, editing and on assignments to answer a				
	Compare and contrast information and presentation of ideas in various multimedia and genre					
	Analyze how a key individual, event, or idea is introduced, illustrated and elaborated in a text					
	Determine the point of view or purpose of a text and how it is developed				3 (24 Fin	
Speaking & Listening	Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues			22 QS Q4 Fin		
	Reflect and paraphrase key ideas and perspectives in a discussion					
	Present claims and findings, sequencing ideas logically and using specific details					
Language	Use pronouns properly					
	Use punctuation to set off certain elements in a sentence					Philippine
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases					
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings					
	Use conversational, academic, content specific words/phrases, including words that signal and other logical relationships					
Writing	Write narratives to develop real or imagined experiences or events	ng ons ues a y nce ord ces				Personal access delications and the
	Write informative/explanatory texts to examine a topic and convey ideas, through logical organization and analysis					
	Write arguments to support claims with clear reasons and relevant evidence					
	Produce clear writing in which the development, organization and style are appropriate to task, purpose and audience					
	Strengthen writing by planning, revising, editing and rewriting	issues in a line and a		1		
	Conduct short research assignments to answer a question, drawing on several sources					MONTHS ALL LANDS

		Q1	Q2	Q3	Q4	Final
	Gather relevant information from multiple print and digital sources; assess the credibility of each source					desifects for selfs that
1916 - Mathematics						
Problem-Solving	Make sense of problems and persevere in solving them	-				
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
The Number System	Perform operations on whole numbers fluently	T				
	Perform operations on decimals fluently					
	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions					Printer Commence
	Understand that opposite integers are used together to describe quantities having opposite values					
	Use positive and negative numbers to represent quantities in real-world contexts					and a state of the train
	Understand integers as points on the number line and in pairs as coordinates on the coordinate plane				•	TO THE STATE OF TH
Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems					
Expressions and Equations	Apply and extend previous understandings of arithmetic to Algebra					***************************************
	Reason about and solve one-variable equations and inequalities					
	Represent and analyze quantitative relationships between dependent and independent variables					
	Analyze the relationship between two quantities using graphs and tables, and relate these to an equation					
2916 - Science & Ter	chnology Overall Mark					
Science & Engineering Practices	Pose questions about the natural and technological world. Incorporate science and engineering practices to solve problems	and the second s	To annual and an annual and an annual an annua			
Plan and Carry Out Investigations	Obtain, analyze, interpret, and communicate information from investigations					
Evaluate Information	Use observations, data and information obtained from text/print and other media as evidence to support a claim or present an argument					
Earth & Space Science	Demonstrate understanding of rocks, earth's structure/history					
	Demonstrate understanding of water cycle, weather					
	Demonstrate understanding of the universe and the solar system					
Physical Science	Demonstrate understanding of properties and changes in matter					
	Demonstrate understanding of forms of energy, motion of objects		į			
Technology & Engineering	Use the engineering design process to build a prototype and/or solve a technological problem					
Life Science	Demonstrate understanding of living things, environment, ecosystems					
	Demonstrate understanding of classification of organisms, cells					

		01	02	03	04	Final
3916 - History & So	cial Science Overall Mark				-	
History and Geography	Locate the 7 continents, 5 oceans, major(countries, cities, landforms and bodies of water) on a map of the world					
	Explain how absolute and relative location, climate, major physical characteristics, major natural resources and population size influenced nations					
	Use the following demographic terms correctly: ethnic group, religious group, linguistic group, as they pertain to different continents				1	
Civics & Government	Define what a nation is and give examples of the different ways that nations are formed					
	Identify and explain the following types of governments: democracy, dictatorship, communism, socialism, and monarchy			The state of the s	And the second s	and the same of th
Economics	Identify and explain different types of economies: market, traditional, command, and mixed					
	Understand the relationship between products, trade, supply and demand in a global economy				i	
Literacy	Write informative texts on historic events: develop with evidence, link relationships between ideas, use subject specific terms & include a conclusion					
	Draw evidence from historic texts to support analysis, reflections and research					
6916 - Music Overa	ll Mark					
Performing	Select, analyze and perform songs to demonstrate in tune and expressive singing	1000	4			
	Create and perform independently and collaboratively a work that expresses and communicates ideas					
Responding	Interpret world music in its historical and cultural context	-				
	Analyze and navigate through a score					
6926 - Visual Arts C	overall Mark					
Creating	Demonstrate openness in trying new approaches in making works of art and design					
THE STREET, IS ASSOCIATED BY THE STREET, AND ASSOCIATED BY	Design or redesign objects, places, or systems that meet the identified needs of diverse users				65 Fact conse	
Presenting	Develop a visual plan for displaying works of art, analyzing exhibit space, viewer needs and the layout of the exhibit					¥
Responding	Analyze ways that visual components and cultural associations influence ideas, emotions and actions					
Connecting	Generate a collection of ideas that could be investigated through art-making					
8916 - Physical Edu	cation Overall Mark					
Movement Skills	Apply concepts, principles, and tactics related to motor skills, movement patterns and performance					
Knowledge	Demonstrate how to achieve and maintain a health- enhancing level of physical activity and fitness					
Social Skills	Exhibit responsible personal behavior that respects self and others					
8926 - Health Educa	ation Overall Mark					
Health Education	Demonstrate decision making skills to enhance health					
THE SECTION SECTION SELECTIONS ASSESSMENT OF THE SECTION OF THE SE	Demonstrate the ability to use goal setting skills to improve and maintain health					

1 18th	long longing Gill	l -				4 00	03	64
Educational	Long Learning Skil	non-talking and place and the separate and				1 Q2	Q3	Q4
	plete and return home	ework assignmer	its when au	e				ļ
	for help when needed						-	-
	anize work place and r	nateriais		-				
-	n in neat, legible work			m hill and desire			-	ļ
	k independently							1
	ow rules, procedures, a							
****	roach challenges using	CONTRACTOR OF THE PARTY OF THE		lies				
	pect others rights, feel		ty					
	k cooperatively with p		· · · · · · · · · · · · · · · · · · ·	and the contract of the			-	-
Acce	ept and learn from red	irection		MI WIDO				
	Туре	Q1	Q2		Q3	Q4	Year	to Date
	Absent	1	0	1	0	0		1
manager constant	Dismissed	0	0		0	0		0
	Tardy	0	0		0	0	No. of the latest and	0
	Q1 Comment	Q2 Com	ment		Q3 Com	ment	Q4 Cor	nment
C U S	Consistently Usually Sometimes	Ke	y to Perfo	rma A B C	90 - 100 80 - 89 70 - 79			
R	Rarely			D	65 - 69			
Secure Security Secur				F	0-64			
			Key to C	omi	nents			
A	Absences/Tardies im	pact performanc		М	CALCO A CHARLES AND A CHARLES AND A	gress/growth		
В	Always willing to hel	Control of the contro		N		time on learnin	g independ	ently
C	Behavior hinders pro			0	author C. C. Calendario College Al. To C. R. C. C. C.	npting to engag		
D	Benefits from teache	AND DESCRIPTION OF THE PARTY OF	ompting	P	NAMES OF TAXABLE PARTY.	ort interacting w	THE RESIDENCE OF THE PARTY OF T	and the state of t
E	Can be more success	Control Commence and the Report Service Commence and Administrative Commence and Co		Q	Needs sup	oort to maximiz	e time on le	earning
F	Can benefit from incre	eased organization	al skills	R	Needs sup	oort transitionin	g between	activities
G	Comes prepared and	I ready to learn		S	Needs supp	ort working in co	o-op learning	groups
Н	Consistently shows e			T		onsistently com		
I	Contributes to the cl		ons	U		eview work for		
3	Demonstrates respec	ctful interactions		V		uality work	·	
K	Increased effort would	d improve perform	ance	w	Shows initi	ative		
L	Makes positive choic			x	Morke well	in co-op learni	na arouna	





	Grade English Language Learner Quarterly Report Card	2015-16			
Student:	Student HmRm:		Current	EPL: 1	
Teacher:	ESL Teacher:				
ng Proficiency Level	ESL - Listening / Speaking	Q1	Q2	Q3	Q4
- Entering	Produces sounds and words accurately with an auditory model				
and a second of the second	Responds to yes/no questions, verbally or non-verbally	and the second s			
THE REPORT OF THE PARTY OF THE	Follows one step directions with visual cues				and district the control of the
The second secon	Responds appropriately to oral directions		A		
A CONTRACTOR OF THE PROPERTY O	Identifies and produces accurately initial sounds in words				
CONTRACTOR OF THE PROPERTY WHEN THE PROPERTY OF	Names previously introduced objects and pictures				
1.5) I would will be seen a second of the second second second of the second s	Uses words, gestures and actions to communicate	The street block and the street at the street of the stree			
- Emerging	Produces phrases accurately with a model				
	Participates orally in social and academic routines				
	Produces phrases and sentences accurately with a model				
	Follow 2-3 step oral directions (Listening)			ļ	
and the sign recovers a construction of the process of the signature of th	Repeats facts or statements	and the second s			
general seguente en la section de la companya del companya del companya de la companya del la companya de la co	Sequence using real objects, pictures or text with support	and the state of t		-	ļ
make the companion of the contract of the cont	Locate objects described orally	The state of the s			
and the contract of the contra	Develops correct word order with a model in phrases				
Eng Proficiency Level	ESL - Reading / Writing	Q1	Q2	Q3	Q4
L - Entering	Makes sound/symbol/word connections using print or visuals				ļ
THE RESIDENCE OF THE PARTY OF T	Identifies name in print				
The second secon	Follows directions using diagrams and pictures				
Annual Committee of the	Demonstrates book handling and basic print skills (concepts of print)		1		-
and the state of t	Copies from a model with support			Company of the Control of the Contro	+
and reduced the manner of the second and an experience of the second and the second and the second and the second	Using drawings to communicate concepts	Annual Control of the			
2 - Emerging	Locates and identifies some known words (high frequency words)				
THE CONTRACT OF A CONTRACT WAS CONTRACTED AND CONTRACT OF A CONTRACT OF	Writes using some known words (high frequency words)		AND 10 MARKS P. S. S. S. S. S. S.		
and the second	Recognizes familiar sound patterns				
e manufacture and the profession of the same and the same	Copies grade level models and participates in shared writing	A STATE OF THE PARTY OF THE PAR			ļ
WANTED BY M. COMMISSION OF THE PARTY OF THE	Matches grade appropriate pictures to words	A PROPERTY AND A STREET, STREE			1
TO SERVICE STREET, AND ADDRESS OF THE PROPERTY OF THE PROPERTY OF THE PARTY OF THE	Identifies common sound/letter relationships				
THE RESERVE OF THE PARTY OF THE	Reads patterned and repetitive text				ļ,
and the second of the supersymmetric and the second of the second of the second	Identifies some common story elements (characters, setting)		Maria (1990) 1		
ATTEMPT OF THE PERSON OF THE P	Applies concepts of print				
	Identifies common punctuation and spacing	and the second s		+	
(Newsylphonesis of the Angelon and the second of the secon	Uses phonics knowledge to write words		1		1





	Grade English Language Learner Quarterly Report Card 2015-16			EPL: 2			
Student:	Student HmRm:	Garrelle Et Et 2					
Teacher:	ESL Teacher:				0.5		
ng Proficiency Level	ESL - Listening / Speaking	Q1	Q2	Q3	Q4		
- Emerging	Produces phrases accurately with a model				van came take 120 min 15		
Propries and the contract of t	Participates orally in social and academic routines		<u> </u>		and the second		
ale in the second to the transmission of all adjusters in a fact the second representation to the second at the	Produces phrases and sentences accurately with a model				and the second section of the second		
THE RESIDENCE OF THE STREET, SECTION ASSESSMENT THE PROPERTY OF THE STREET, SECTION ASSESSMENT ASSE	Follow 2-3 step oral directions (Listening)	angan and a second control of	<u> </u>				
The second of the second secon	Repeats facts or statements						
the second secon	Sequence using real objects, pictures or text with support		ļ				
Committee of the Commit	Locate objects described orally						
THE RESERVE OF THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAME	Develops correct word order with a model in phrases			ļ			
- Developing	Tells a story with a beginning, middle, and end with support						
THE PERSON NAMED IN COLUMN TWO IS NOT THE OWNER.	Asks and answers explicit questions with support				ļ		
THE RESIDENCE THE SPECIAL PROPERTY OF THE PROPERTY OF THE PROPERTY OF THE RESIDENCE OF THE PROPERTY OF THE PRO	Makes verbal predictions and connections to text with support			+	ļ		
Militar i specimenta i un minima del como alla constanta i presenta della di licera presenta que inseria e del	Some use of academic vocabulary with support						
 Baselot of an extension processed from the contract of the extension of the Publisher of the Contract of the Cont	Share verbal responses about academic content			·			
ng kombanin i tindi sa tindi manana i ngan darawan si sa malaki di masangin saka ari i hari di nako aria:	Describe features (e.g. text, concepts, objects)						
THE RESERVE OF THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON OF THE P	Engage in problem solving communication		ed a philadelphia (SC)				
ing Proficiency Level	ESL - Reading / Writing	Q1	Q2	Q3	Q4		
2 - Emerging	Locates and identifies some known words (high frequency words)				ļ		
	Writes using some known words (high frequency words)						
property of the standard following of property was a real of the standard of t	Recognizes familiar sound patterns						
and the control of the second displacement and self-self-self-self-self-self-self-self-	Copies grade level models and participates in shared writing		The Paris of the Section of the Section (Section 1987)				
en de al seu conflichet i en est en deur situation de participation de la conflictación de la conflictación de la conflictación profession de la conflictación de la c	Matches grade appropriate pictures to words	and the second control of					
The state of the s	Identifies common sound/letter relationships	contract water to the					
	Reads patterned and repetitive text	and the second second					
and a property of the state of	Identifies some common story elements (characters, setting)						
and the control of the second control of the second second control of the control of the second control of the second second control of the second se	Applies concepts of print						
THE R. LEWIS CO., LANSING, MICH. 400, LANSING, MICH. 400, LANSING, MICH. 400, LANSING, LANSIN	Identifies common punctuation and spacing						
The second state of the first open present and the second state of the second s	Uses phonics knowledge to write words						
3 - Developing	Identifies beginning, middle, and end of a story with a graphic organizer						
and the second second second second second second second	Identifies facts within text using a graphic organizer						
The second half the remarks of a second seco	Identifies information in charts, graphs and diagrams						
month and the first the terror or advantable by treatment at our section at the section of the s	Identifies most story structure using a graphic organizer						
	Makes predictions and connections using chunked text						
THE CONTRACT OF THE SECURE OF	Writes simple sentences	ļ					
e construir en el principal de la construir en proposition de la collegió de la c	Decodes word patterns approaching grade level, reads more than two years below grade level						
e description of the title agreement absence to the transparence of the contract of the title	Interprets information from charts, graphs and diagrams using grade level text						
en et sak i nord konsek krodyskomponium og sørenje if nyfin vedt entre if i nyfin	Reads chunked text with support			_			
es, in the companies of the companies of the secondary of the secondary of the companies of	Uses some descriptive words and content vocabulary in writing with support			_			
A CONTROL OF THE RESIDENCE OF THE PARTY OF T	Emerging use of spacing, punctuation and capitalization	1					

	Key	to Performance Levels		- Janes
C Consistently	U Usually	S Sometimes	R Rarely	





	Grade English Language Learner Quarterly Report Card 2015-16				
Student:	Student HmRm:		Current	EPL: 3	
Teacher:	ESL Teacher:				5.4
ng Proficiency Level	ESL - Listening / Speaking	Q1	Q2	Q3	Q4
- Developing	Tells a story with a beginning, middle, and end with support				1
COLUMN TO SECURE SECURE SECURE SECURITION OF THE PROPERTY OF T	Asks and answers explicit questions with support	and the second second second second	AND THE RESERVE AND THE PROPERTY OF THE		
and the state of t	Makes verbal predictions and connections to text with support	and the state of t	and the second second		-
COMMUNICATION OF THE PROPERTY	Some use of academic vocabulary with support				
THE COLUMN TWO IS NOT THE PROPERTY OF THE PROP	Share verbal responses about academic content	AND THE PERSON NAMED IN			
 Contract to the contract of the c	Describe features (e.g. text, concepts, objects)			ļ	ļ
THE RESERVE THE PERSON NAMED IN COLUMN TWO DESCRIPTIONS OF THE PERSON NAMED IN COLUMN TWO	Engage in problem solving communication				
4 - Expanding	Tells a story with a beginning, middle, and end using descriptive words			ļ	ļ
	Ask and answers explicit or clarifying questions				ļ
Committee of the commit	Makes verbal predictions and connections to text			 	+
AND ADDRESS OF THE PARTY OF THE	Use of academic vocabulary with limited support				
the strategy of the state of th	Compare and contrast features (e.g. text, concepts, objects)		and the second second second second second		ļ
Contraction (1994) 1	Uses simple figurative language and idioms in discussion	Control See		Language Salara	
Eng Proficiency Level	ESL - Reading / Writing	Q1	Q2	Q3	Q4
3 - Developing	Identifies beginning, middle, and end of a story with a graphic organizer				-
The state of the s	Identifies facts within text using a graphic organizer			<u> </u>	
William to the control of the state of the s	Identifies information in charts, graphs and diagrams				
and the first temperature of the property of the second of	Identifies most story structure using a graphic organizer				
The second of th	Makes predictions and connections using chunked text	ļ			
t varia eta e ngreci e entre e a comita de comita de la comi	Writes simple sentences				
and decision in the second property and a second property of the second property and the second property of the	Decodes word patterns approaching grade level, reads more than two years below grade level				
The second secon	Interprets information from charts, graphs and diagrams using grade level text				
the last transfer of the contract of the last transfer of the last trans	Reads chunked text with support				
and the control of the second of the control of the	Uses some descriptive words and content vocabulary in writing with support	ļ			
Marie III (1997) - Marie II (1	Emerging use of spacing, punctuation and capitalization				
4 - Expanding	Produce original sentences	ļ			
THE PART OF THE PA	Create messages for social purposes	1			
To a descriptional companion to the companion deposits an above among the companion of the	Writes information from text onto graphic organizers				
The second secon	Differentiate between fact and opinion in chunked text				
The second secon	Reads fluently, approaching grade level, with comprehension			<u> </u>	





	Grade English Language Learner Quarterly Report Card	2015-16							
Student:	Student HmRm:		Current EPL: 4						
Teacher:	ESL Teacher:								
Eng Proficiency Level	ESL - Listening / Speaking	Q1	Q2	Q3	Q4				
4 - Expanding	Tells a story with a beginning, middle, and end using descriptive words				was a substitute for the substitute of the subst				
THE CHARLES IN THE PARTY OF THE	Ask and answers explicit or clarifying questions	the first statement are expected in the party of the statement of the stat							
NOT THAN I AND DOT IN THE REAL PROPERTY AND THE PARTY AND	Makes verbal predictions and connections to text	NAME OF THE PARTY		a a sel-transition with					
ude nas-respessive success (etc.) et un mente (etc.) et (etc.) et el principale à "unique" pléssique (etc.) et entre de s'uniques	Use of academic vocabulary with limited support								
ng a aka di kabupatan kala ang tangga tangga tangga na ang an ang aka sa ang aka sa ang kabupat na ng mana a s	Compare and contrast features (e.g. text, concepts, objects)								
and the second s	Uses simple figurative language and idioms in discussion				L				
5 - Bridging	Uses appropriate social and academic vocabulary fluently in conversation	age and the contract of the co	-	-					
THE RESERVE OF THE PROPERTY OF	Gives content based oral presentations (appropriate to grade level)		ļ						
AND AND A STREET OF STREET OF A PROPERTY OF A STREET	Expresses and supports ideas and opinions with examples								
THE REAL PROPERTY OF THE PROPERTY AND ADDRESS OF THE PROPERTY	Summarizes stories with multiple story elements			J					
Eng Proficiency Level	ESL - Reading / Writing	Q1	Q2	Q3	Q4				
4 - Expanding	Produce original sentences								
	Create messages for social purposes	# 1880 1.00 (1880) William 1880 18 18 18 18 18 18 18 18 18 18 18 18 18		1					
The result of the Comment of the second of t	Writes information from text onto graphic organizers								
	Differentiate between fact and opinion in chunked text								
	Reads fluently, approaching grade level, with comprehension		J						
5 - Bridging	Reads fluently at grade level with comprehension	and the state of t							
The state of the s	Writing meets grade level expectations		1						





Student:	Student HmRm:	Current EPL: 5						
Teacher:	ESL Teacher:							
Eng Proficiency Level	ESL - Listening / Speaking	Q1	Q2	Q3	Q4			
5 - Bridging	Uses appropriate social and academic vocabulary fluently in conversation	The second secon						
and the resolution of the committee of t	Gives content based oral presentations (appropriate to grade level)	The second secon						
and a second and make the second consequence of the contract and second and second according to the design of Car	Expresses and supports ideas and opinions with examples	Proposition and the Proposition of the Control of t						
and appropriate to the second	Summarizes stories with multiple story elements				estativity differentials Term			
Eng Proficiency Level	ESL - Reading / Writing	Q1	Q2	Q3	Q4			
5 - Bridging	Reads fluently at grade level with comprehension							
	Writing meets grade level expectations		I	D 0 0 1 100				