The following items will be discussed at the meeting of the Standing Committee on Teaching, Learning and Student Supports to be held on Tuesday, June 23, 2015 at 5:30 p.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 #4-169  - Mr. O'Connell/Mr. Monfredo/Mr. Foley/Miss Ramirez  (May 28, 2014)*

To review the "Safe Routes to School" second grade pedestrian safety program, with a view to expanding its use within the Worcester Public Schools.

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

To share information on the elementary Report Card Pilot.
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.

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.
(Continued on page 2).

BACKUP:

Annex A  (2 pages) contains a copy of the Administration’s response to report back as to whether or not “Go Math” should be recommended for adoption by the School Committee.
PRIOR ACTION (continued)

4-10-12 - Mr. Monfredo made the following motion: (continued)
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.

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.
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.
PRIOR ACTION (continued)

4-26-12 - Miss Biancheria made the following motion: (continued)
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)
Dr. Rodrigues introduced the item and Dr. Meade-Montague introduced the topic of the Common Core State Standards Initiatives.
PRIOR ACTION  (continued)

3-27-13 - 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.
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.
Elementary Mathematics Pilot Update

In 2013-2014, the district implemented a pilot of four different mathematics resources and materials to support standards mastery at the elementary level. Seventeen schools participated in the pilot and, as a result of the implementation, Go Math! resources and materials from Houghton-Mifflin Harcourt was identified as the best match for the district. During the 2014-2015 school year, the district implemented a district-wide pilot of Go Math! resources in all schools and the data associated with the implementation is attached. The results of the district-wide implementation validates the findings of the 2013-2014 pilot and the district recommends the adoption of the Go Math! resources and materials for 2015-2016 and beyond.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Alignment to WPS District Curriculum</th>
<th>Documents</th>
<th>Rigor and Balance</th>
<th>Coherence</th>
<th>Practice-Content Connections</th>
<th>Emphasis on Mathematical Reasoning</th>
<th>Emphasis on Mathematical Reasoning</th>
<th>Family Engagement</th>
<th>Ease of Lesson Planning</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**By Quadrant**

- Doherty Quadrant
- Burncoat Quadrant
- Doherty Quadrant
- Burncoat Quadrant

**By Grade**

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6

**By % High Needs**

- Below the district median (79.7% High Needs)
- Above the district median (79.7% High Needs)

**By Departmentalization (grades 5 and 6)**

- Departmentalized at 5th and 6th grade
- Not Departmentalized at 5th and 6th grade
ITEM: Mr. O’Connell/Mr. Monfredo/Mr. Foley/Miss Ramirez (May 28, 2014)

To review the "Safe Routes to School" second grade pedestrian safety program, with a view to expanding its use within the Worcester Public Schools.

PRIOR ACTION:

6-5-14 - Referred to the Standing Committee on Teaching, Learning and Student Supports.
Ms. Novick stated that the Safe Routes to School Task Force will present a report to the full School Committee to be referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

Annex A (3 pages) contains a copy of the Administration’s response to the item.
Worcester Safe Routes to School

The Worcester Division of Public Health, in partnership with the Worcester Public Schools, established the Worcester Safe Routes to School Task Force to discuss and analyze the benefits of active travel to schools.

The Task Force members include the Division of Public Health, the Worcester Public Schools, City Departments, and Transportation Agencies. The Task Force developed a number of pilot programs and activities geared to enhance awareness and education of pedestrian safety education for students.

The attached Executive Summary delineates activities, pilots, and recommendations of the Safe Routes to School Task Force.
EXECUTIVE SUMMARY

This report documents locally organized Safe Routes to School (SRTS) efforts in Worcester, Massachusetts, between January 2013 and June 2014. Audiences for this report include stakeholders such as families of school age children, school officials, elected officials, city administration officials, regional and state transportation agencies, and community members.

Background
Safe Routes to School (SRTS) is a movement to reverse the significant decline in active travel to school in the US since the 1960s. Active travel to school has multiple benefits, including increased physical activity, lifelong health habits and safety skills and improved on-time arrival. Physical activity helps boost children’s attention span, reduces behavioral problems, and enhances performance on tests. SRTS activities are often categorized as Engineering, Enforcement, Encouragement, Education and Evaluation.

Activities and Findings
The Worcester SRTS Task Force employs a systems approach that promotes collaboration among sectors in an urban, low-income setting. Task Force members include Worcester Public School (WPS) units, city departments, and transportation agencies. The Task Force focuses on SRTS programs at individual schools, pedestrian safety education for students, and district-level issues.

Pilot 1: Existing Conditions Assessment
A system was established to assess walking conditions in school catchment areas to prepare for developing route maps at individual schools. We established local sources of crash, speed and crime data to inform route development.

Pilot 2: Technical Assistance to Build SRTS Programs in WPS Elementary Schools
We selected three pilot schools with the highest potential to shift travel mode from family vehicle use to walking. We developed SRTS programs at Canterbury Street School and Vernon Hill School, including walk auditing of potential routes and development of recommended route map, development of Encouragement activities such as a monthly walk to school day, and participation in pedestrian safety Education.

Pilot 3: Pedestrian Safety Education for Students
We adapted existing curricula to create a two-session training module delivered during physical education class. One classroom session and one skills training session taught walking, street crossing, and parking lot skills. The format was deemed feasible.

District-wide Issues
Evaluation: Attendance and travel mode correlations, mapping of school catchment areas.
Engineering: Process for street and sidewalk improvements near schools; signage and pavement markings near schools; bicycle racks at schools; active travel potential of proposed site design for the new Nelson Place School building.
Enforcement: Reporting snow ordinance violations on recommended school walking routes, protocol following a pedestrian crash involving a WPS student en route to or from school.

Education: Crossing guard training, bicycle safety education.

Encouragement: System for distributing notices of Encouragement opportunities through the WPS Communication and School Support Coordinator, amending WPS wellness policy to support active school travel, engaging parents through SRTS.

Recommendations

SRTS programs at individual schools
- Revise technical assistance elements and expand program to two years.
- Develop and implement application process for schools interested in technical assistance while prioritizing schools with greatest mode shift potential.

Pedestrian safety education in schools
- Revise pedestrian safety training and expand use in WPS PE.
- Explore strengthening and expanding bicycle safety education for WPS students.
- Establish options for parent / guardian pedestrian safety education.
- Establish options for child pedestrian safety training through community outlets.

District-level issues

Evaluation
- Develop and implement sustainable impact measurement of student travel mode.
- Pursue attendance and travel study.

Engineering
- Propose public works budget allocation for improvements on school walking routes.
- Conduct walk auditing at additional WPS schools to inform public works budget allocation.
- Document “SCHOOL” pavement markings at all schools in Worcester.
- Assist WPS administration with application for TAP funds for bicycle racks.

Enforcement
- Establish options for easier ordinance violation reporting by students and schools.
- Establish WPS pedestrian crash reporting protocol.
- Support pedestrian / bicyclist crash review through the CHIP.

Encouragement
- Amend WPS wellness policy to endorse active travel and SRTS.
- Establish recognition program for crossing guards.
- Expand promotion of district-wide Encouragement activities.
- Build SRTS Alliance / community support.
- Promote SRTS as a parent engagement strategy.
- Explore parent perceptions of active school travel and their pedestrian and driving behaviors.

Conclusions

Safe Routes to School in Worcester is poised to increase walking and bicycling to and from school. The Task Force has become a forum for collaboration among city departments, WPS offices and community partners that offers a model for addressing alternative transportation across the city. Future efforts should prioritize and implement the recommendations contained in this report as well as explore further opportunities.
STANDING COMMITTEE: TEACHING, LEARNING AND STUDENT SUPPORTS

DATE OF MEETING: Tuesday, June 23, 2015

ITEM: 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.

BACKUP:

Annex A (21 pages) contains a copy of the Administration's response to the item.
Electronic Elementary Report Card Development and Pilot Implementation

The district’s student database system, SAGE, did not have the capability to generate electronic report card for elementary grade level students in grades Pre-Kindergarten to grade 6. In December of 2013, the administration convened a meeting with principals, teachers and district administration to discuss the logistics of developing an electronic report card for the elementary level. Through those discussions, a formal committee was established to develop a standards-based report card that would reflect student performance at each grade level. The committee was also charged to develop a reporting document that would facilitate parent and teacher communication and interaction relative to student performance at the school.

During the spring of 2014, three sub-committees were created to develop the following:

2. Elementary Report Card – Social Development by Grade and Work Habits by Subject Area and by Grade
3. Elementary Report Card – Guidelines for Grading to include: Grading System Legend, Priority Standards Grading Legend and Comment Section

Throughout this process, the district’s Information Technology staff worked in conjunction with key members of the committee to develop the electronic version of the report card in SAGE. As a result, the district was able to implement a pilot of the electronic elementary report card in 8 schools during the 2014-2015 school year.

Schools participating in the pilot are:
Burncoat Quadrant: Clark Street School and McGrath Elementary School
Doherty Quadrant: Nelson Place School and Tatnuck Magnet School
North Quadrant: Grafton Street School and Lake View School
South Quadrant: Woodland Academy and Goddard Elementary

During the implementation phase, teachers’ and principals’ feedback generated a number of revisions to the report card content. These revisions were both, format and content related to ensure proper alignment of content taught in each quarter and the standards reported.

Attached, please find the roster of committee participants and copies of report cards for each grade level.
Elementary Report Card Review Committee

Grade 1 – English Language Arts
1. Carmelo Borges/Chandler Elementary
2. Meg Hewes-P/Gates Lane

Grade 2 – Science/Social Studies
1. Kate Bissett/Woodland Academy
2. Barbara Tambolleo/City View
3. Laura Weiss/Heard Street

Grade 3 – Mathematics
1. Jess Moise/Goddard
2. Karen Sullivan/Clark Street
3. Josh Torchia/Woodland Academy

Grade 4 – English Language Arts
1. Sara Cooney-P/Roosevelt
2. Karen Coyle/Chandler Magnet
3. Kerrie Plotczyk-P/Grafton Street

Grade 5 – Science/Social Studies
1. Kati Greaney/Columbus Park
2. Carolan Kasper-P/Union Hill
3. William Letendre/Flagg Street

Grade 6 – Mathematics
1. Lisa Calcagni-P/Roosevelt
2. Colleen Dyer-P/WAM
3. Gina Robertson-P-ELA/Roosevelt

Pre-K – Kindergarten
Pre-K
1. Tracy Bombard-SPED/Elm Park
2. Mary Mara/Chandler Magnet
3. Caitlin McSweeney/Lincoln Street

Kindergarten
1. Diana Johnson/McGrath Elementary
2. Diane Smith/Belmont Street
3. Kristina Young/Tatnuck Magnet
Performing Arts
1. Netta Rappaport/Gates Lane
2. Heidi Johnston/Columbus & W.T.
3. Laura Koldziejczak/Nelson Place

Physical Education/Health
1. Carol Manning/PE/Norrback
2. Meghan McDonald/PE/Goddard
3. Sandra Caron/Health/Flagg Street
4. Kara Cedrone/Health/Vernon & Wawecus

Visual Arts
1. Elizabeth Fortin/Chandler Magnet
2. Philip Olson/Union Hill
3. Michael Walden/WAM

Elementary Report Card Sub-Committee
1. Danielle Barry/Heard Street AP –Teaching Assistant
2. Katherine Bissett/Woodland Academy Grade 2
3. Amber Boisclair/Vernon Hill Grade 3
4. Joanna Cackett/Grafton Street Principal
5. Sandra Caron/City View/Jacob Hiatt Health
6. Janice Engdahl/Tatnuck Magnet Grade 1
7. Albert Ganem/DAB Manager, Staff Development
8. Kati Greaney/Columbus Park Grade 5
9. Dolores Gribouski/DAB Quadrant Manager
10. Laura Kolodziejczak/Nelson Place Performing Arts
11. Laurie Kuczka/DAB Director, Head Start
12. Carol Manning/Northeast Ave Physical Education
13. Mary-Margaret Mara/Chandler Magnet Pre-K
14. Mary Meade-Dab/Montague/DAB Quadrant Manager
15. Phillip Olson/Heard Canterbury Visual Arts
16. Patricia Padilla/Woodland Academy Principal
17. Gina Robertson/Roosevelt Grade 6
18. Marco Rodrigues/DAB Chief Academic Officer
19. Bertha-Elena Rojas/DAB Manager, ELL
20. Kay Seale/DAB Manager, Special Ed.
21. Susan Teixeira/WAM Grade 4
22. Lee Yonika/ELL Office Instructional Focus Coach
23. Keren Azoulay/Columbus Park Intermediate Teacher
24. Shauna Hoffey/DAB Behavior Specialist
25. Anne Marie Kahn/Goddard Elementary Behavior Specialist
26. Patricia McCullough/Clark Street Principal
27. Jessica Mercado/Norrback Avenue Primary Teacher
28. Colleen O’Brien/DAB Health & PE Liaison
29. Marie Powers/Columbus Park Primary Teacher
30. Bethany Wharton/Clark Street Instructional Coach
## Grade 2K Quarterly Report Card 2014-15

### Student: [redacted]  
### Teacher: [redacted]  
### HmRm: [redacted]

### 10900 - English Language Arts Overall Performance Level

<table>
<thead>
<tr>
<th>Foundational Skills</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handle books appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the beginning sound of a spoken word</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate letter/sound knowledge by recognizing and naming uppercase letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize and name letters in own name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate letter/sound knowledge by recognizing and naming lowercase letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Literature &amp; Informational Texts</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask and answer questions about what is read</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recall important details/facts from what is read</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retell events from a story in sequence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use pictures in a book to tell a story in his/her own words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaking &amp; Listening</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen and speak in conversations with children and familiar adults</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speak in order to share thoughts, feelings and ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak in complete sentences using a variety of words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use question words (who, what, where, when, why and how)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use new vocabulary words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw pictures to share ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dictate words to tell a story, express an opinion or give information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 19100 - Mathematics Overall Performance Level

<table>
<thead>
<tr>
<th>Problem-Solving</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sense of problems and persevere in solving them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasoning and Explaining</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct a precise, evidence-based mathematical argument, and critique the reasoning of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model with mathematics, using appropriate tools strategically</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look for and make use of structure, and generalize patterns in repeated reasoning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Counting &amp; Cardinality</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count up to 10 objects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify numerals 0-10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operations and Algebraic Thinking</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add objects together up to five</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtract objects up to five</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sort and classify objects by more than one attribute</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and describe squares, circles, triangles, rectangles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 29100 - Science & Technology / Engineering Overall Performance Level

<table>
<thead>
<tr>
<th>Science &amp; Engineering Practices</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask questions about the world around us and define problems that impact us</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Attempt to resolve conflicts independently and seeks support when necessary
Focus attention to tasks
Follow one step directions
Follow multi-step directions
Use classroom materials appropriately
Participate in a variety of tasks or activities
Use a pencil correctly
Use scissors correctly

<table>
<thead>
<tr>
<th>Type</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Year to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absent</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Dismissed</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tardy</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q1 Comment</th>
<th>Q2 Comment</th>
<th>Q3 Comment</th>
<th>Q4 Comment</th>
</tr>
</thead>
</table>

**Key to Performance Levels**

- **C**: 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 Comments**

- **A**: Always willing to help teachers/peers
  - M: Needs frequent reminders to stay on task

- **B**: Benefits from teacher proximity & prompting
  - N: Needs prompting to engage in discussions

- **C**: Can be more successful if prepared for class
  - O: Needs support interacting with others successfully

- **D**: Can benefit from increased organizational skills
  - P: Needs support to maximize time on learning

- **E**: Comes prepared and ready to learn
  - Q: Needs support transitioning between activities

- **F**: Consistently challenges him/her self
  - R: Needs support working in co-op learning groups

- **G**: Contributes to the classroom discussions
  - S: Quality of work has improved

- **H**: Exhibits curiosity
  - T: Remains focused and on tasks

- **I**: Has made great academic gains
  - U: Shows initiative

- **J**: Is creative and/or original
  - V: Shows leadership

- **K**: Makes positive choices
  - W: Takes pride in his/her work

- **L**: Maximizes time on learning
  - X: Vibrant member of the classroom
### Grade 1K Quarterly Report Card 2014-15

**Student:**

**Teacher:**

**HmRm:**

<table>
<thead>
<tr>
<th>10900 - English Language Arts Overall Performance Level</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handle books appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the beginning sound of a spoken word</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate letter/sound knowledge by recognizing and naming uppercase letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize and name letters in own name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate letter/sound knowledge by recognizing and naming lowercase letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Literature &amp; Informational Texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions about what is read</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recall important details/facts from what is read</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retell events from a story in sequence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use pictures in a book to tell a story in his/her own words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking &amp; Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen and speak in conversations with children and familiar adults</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speak in order to share thoughts, feelings and ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speak in complete sentences using a variety of words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use question words (who, what, where, when, why and how)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use new vocabulary words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draw pictures to share ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dictate words to tell a story, express an opinion or give information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>19100 - Mathematics Overall Performance Level</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-Solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make sense of problems and persevere in solving them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasoning and Explaining</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construct a precise, evidence-based mathematical argument, and critique the reasoning of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modeling and Using Tools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model with mathematics, using appropriate tools strategically</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeing Structure and Generalizing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look for and make use of structure, and generalize patterns in repeated reasoning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counting &amp; Cardinality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count up to 10 objects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify numerals 0-10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations and Algebraic Thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add objects together up to five</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtract objects up to five</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measurement &amp; Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sort and classify objects by more than one attribute</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and describe squares, circles, triangles, rectangles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 39100 - History & Social Science Overall Performance Level

<table>
<thead>
<tr>
<th>History and Geography</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify sequential words, e.g. first, next, last, in stories and use them to describe a personal experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use the word because in the context of a story or personal experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate what a map/globe is</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civics &amp; Government</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give examples that show the meaning of the concepts of authority, fairness, justice, responsibility and rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begin to identify important American symbols</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give examples of different types of jobs people do, including work they do at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain why people work and things that people buy with money they earn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use a combination of dictating and drawing to explain information about a social studies topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 69200 - History & Social Science Overall Performance Level

<table>
<thead>
<tr>
<th>Creating</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in self-directed play with varied materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage in self-directed creative art making</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share and talk about personal artwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 69300 - Music Overall Performance Level

<table>
<thead>
<tr>
<th>Performing</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore intune singing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate steady beat in hands and feet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in creative and dramatic movement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in music activities with familiar adults and students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 89300 - Physical Education Overall Performance Level

<table>
<thead>
<tr>
<th>Movement Skills</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinate movements for throwing, catching, kicking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manipulate small objects easily</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate competency in a variety of motor skills and movement patterns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Life Long Learning Skills

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>### Plan and Carry Out Investigations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore the natural and technological world</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>### Evaluate Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtain and share evidence to support a claim</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>### Natural World</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore reasons for why things change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>### Life Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the characteristics of plants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the characteristics of animals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the characteristics of the local environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>### Earth &amp; Space Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss characteristics of living and nonliving things</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss characteristics of weather</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss human impact on the environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>### Physical Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare properties of natural and human made objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>### History and Geography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify sequential words, e.g. first, next, last, in stories and use them to describe a personal experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use the word because in the context of a story or personal experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate what a map/globe is</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Civics & Government                                  |    |    |    |    |
| Give examples that show the meaning of the concepts of 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 |    |    |    |    |
### 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                            |    |    |    |    |
### Performing                                           |    |    |    |    |
| Explore intune singing                                |    |    |    |    |
| Demonstrate steady beat in hands and feet            |    |    |    |    |
### Creating                                             |    |    |    |    |
| Participate in creative and dramatic movement         |    |    |    |    |
| Participate in music activities with familiar adults and students |    |    |    |    |
### Movement Skills                                      |    |    |    |    |
| Coordinate movements for throwing, catching, kicking |    |    |    |    |
| Manipulate small objects easily                       |    |    |    |    |
| Demonstrate competency in a variety of motor skills and movement patterns |    |    |    |    |

| Express needs appropriately                           |    |    |    |    |
| Care for personal needs independently                 |    |    |    |    |
| Demonstrate self-confidence                           |    |    |    |    |
| Take turns and shares with others                     |    |    |    |    |
| Show concern and respect for others                   |    |    |    |    |
| Follow rules and routines of the classroom and school |    |    |    |    |
| Transition easily from one activity to another         |    |    |    |    |
Attempt to resolve conflicts independently and seeks support when necessary
Focus attention to tasks
Follow one step directions
Follow multi-step directions
Use classroom materials appropriately
Participate in a variety of tasks or activities
Use a pencil correctly
Use scissors correctly

<table>
<thead>
<tr>
<th>Type</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Year to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absent</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Dismissed</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tardy</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

| Q1 Comment | Q2 Comment | Q3 Comment | Q4 Comment |

Key to Performance Levels

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Consistently 4</td>
</tr>
<tr>
<td>U</td>
<td>Usually 3</td>
</tr>
<tr>
<td>S</td>
<td>Sometimes 2</td>
</tr>
<tr>
<td>R</td>
<td>Rarely 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Exceeds Standards – Extends key concepts, processes, and skills. Consistently works beyond stated grade-level benchmarks.</td>
</tr>
<tr>
<td>U</td>
<td>Achieves Standards – Consistently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.</td>
</tr>
<tr>
<td>S</td>
<td>Approaching Standards – Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.</td>
</tr>
<tr>
<td>R</td>
<td>Needs Support – Not grasping key concepts, processes, and essential skills. Area of concern that requires support.</td>
</tr>
</tbody>
</table>

Key to Comments

<table>
<thead>
<tr>
<th>Grade</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Always willing to help teachers/peers</td>
</tr>
<tr>
<td>B</td>
<td>Benefits from teacher proximity &amp; prompting</td>
</tr>
<tr>
<td>C</td>
<td>Can be more successful if prepared for class</td>
</tr>
<tr>
<td>D</td>
<td>Can benefit from increased organizational skills</td>
</tr>
<tr>
<td>E</td>
<td>Comes prepared and ready to learn</td>
</tr>
<tr>
<td>F</td>
<td>Consistently challenges him/her self</td>
</tr>
<tr>
<td>G</td>
<td>Contributes to the classroom discussions</td>
</tr>
<tr>
<td>H</td>
<td>Exhibits curiosity</td>
</tr>
<tr>
<td>I</td>
<td>Has made great academic gains</td>
</tr>
<tr>
<td>J</td>
<td>Is creative and/or original</td>
</tr>
<tr>
<td>K</td>
<td>Makes positive choices</td>
</tr>
<tr>
<td>L</td>
<td>Maximizes time on learning</td>
</tr>
<tr>
<td>M</td>
<td>Needs frequent reminders to stay on task</td>
</tr>
<tr>
<td>N</td>
<td>Needs prompting to engage in discussions</td>
</tr>
<tr>
<td>O</td>
<td>Needs support interacting with others successfully</td>
</tr>
<tr>
<td>P</td>
<td>Needs support to maximize time on learning</td>
</tr>
<tr>
<td>Q</td>
<td>Needs support transitioning between activities</td>
</tr>
<tr>
<td>R</td>
<td>Needs support working in co-op learning groups</td>
</tr>
<tr>
<td>S</td>
<td>Quality of work has improved</td>
</tr>
<tr>
<td>T</td>
<td>Remains focused and on tasks</td>
</tr>
<tr>
<td>U</td>
<td>Shows initiative</td>
</tr>
<tr>
<td>V</td>
<td>Shows leadership</td>
</tr>
<tr>
<td>W</td>
<td>Takes pride in his/her work</td>
</tr>
<tr>
<td>X</td>
<td>Vibrant member of the classroom</td>
</tr>
</tbody>
</table>
10910 - English Language Arts Overall Performance Level

**Foundational Skills**
- Understand how print is organized
- Identify uppercase letters
- Identify lowercase letters
- Identify letter sounds
- Recognize and produce rhyming words
- Separate and pronounce the beginning, middle and ending sounds of short words
- Blend letter sounds
- 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

**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 0-20
- 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
- Understand subtraction as taking apart and taking from
- Fluently add and subtract within 5

**Number & Operations in Base Ten**
- Demonstrate understanding of place value

**Measurement & Data**
- Describe and compare measurable 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

2910 - Science & Technology / 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 & Social 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

6910 - Visual Arts Overall Performance Level

**Creating**
- Build skills in various media & approaches to art-making through individual and collaborative experimentation
- Select art objects for personal portfolio and display, explaining why they were chosen
- 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

**Creating**
- Engage in creative movement

**Responding**
- Identify high-low, fast-slow, long-short and loud-soft in musical examples
### 8930 - Physical Education Overall Performance Level

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Movement Skills</strong></td>
<td>Demonstrate competency in motor skills and movement patterns, such as hopping, skipping, running, jumping</td>
<td>Manipulate large objects easily</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td>Demonstrate knowledge/skills to achieve and maintain a health-enhancing level of physical activity and fitness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Skills</strong></td>
<td>Exhibit responsible personal behavior that respects self and others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Life Long Learning Skills

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care for personal needs independently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portray positive approach for learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accept responsibility for own behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow the rules of the classroom and school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approach challenges using a variety of positive strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express needs appropriately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organize self and materials appropriately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus attention during instruction and on tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow one step directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow multi-step directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate effort</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect others rights, feelings, and property</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition easily from one activity to another</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use a pencil correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use scissors correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Year to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absent</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Dismissed</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Tardy</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Key to Performance Levels

| C | 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 Comments

| A | Always willing to help teachers/peers |
| B | Benefits from teacher proximity & prompting |
| C | Can be more successful if prepared for class |
| D | Can benefit from increased organizational skills |
| E | Comes prepared and ready to learn |
| F | Consistently challenges him/her self |
| G | Contributes to the classroom discussions |
| H | Exhibits curiosity |
| I | Has made great academic gains |
| J | Is creative and/or original |
| K | Makes positive choices |
| L | Maximizes time on learning |
| M | Needs frequent reminders to stay on task |
| N | Needs prompting to engage in discussions |
| O | Needs support interacting with others successfully |
| P | Needs support to maximize time on learning |
| Q | Needs support transitioning between activities |
| R | Needs support working in co-op learning groups |
| S | Quality of work has improved |
| T | Remains focused and on tasks |
| U | Shows initiative |
| V | Shows leadership |
| W | Takes pride in his/her work |
| X | Vibrant member of the classroom |
# Grade 01 Quarterly Report Card 2014-15

## 10911 - English Language Arts Overall Performance Level

<table>
<thead>
<tr>
<th>Foundational Skills</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize the features of a sentence (first word, capitalization, ending, punctuation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguish between sounds, spoken words, and syllables</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply phonics in decoding words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read grade appropriately spelled and high frequency words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read grade level text with sufficient accuracy and fluency to support comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Reading Literature

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask and answer questions about key details in a text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retell stories to demonstrate understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare and contrast characters and events in and between texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Reading Informational Texts

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use text to understand author's purpose</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and explain characteristics of various types of texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify similarities and differences between two texts on the same topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read and comprehend grade level texts with purpose and understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Speaking & Listening

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take part in a range of discussions by building on others' ideas and clearly expressing his/her own</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speak in complete sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions to deepen understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express ideas about people, places and events with relevant details, including visual displays when appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Language

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print upper-and lowercase letters, nouns, verb tenses, adjectives, common conjunctions, articles, prepositions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produce simple and compound sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capitalize dates, names of people, use end punctuation, commas in dates and series</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spell words with common spelling patterns and frequently occurring irregular words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine the meaning of unknown or multiple-meaning words and phrases</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accurately use academic and content specific vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Writing

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write narratives: recount two or more sequenced events, details, temporal words to signal event order, sense of closure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write informative/explanatory pieces: name a topic, supply some facts, provide closure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write opinion: introduce a topic/name a book, state an opinion, supply a reason, provide closure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Identify specific geographic locations on a map and globe
Understand the reasons for celebrating national and state holidays

Civics & Government
Identify the current President of the United States and the job of the president
Identify and explain the meaning of American national symbols
Explain that America is a combination of many different people and religions

Economics
Give examples of goods and services people buy and use
Give examples of economic choices people make

Literacy
Write informative/explanatory text naming a topic in social studies, supply some facts and provide a sense of closure

6921 - Visual Arts Overall Performance Level
Creating
Explore uses of materials and tools to create works of art or design

Presenting
Identify where art is displayed both in and outside of school

Responding
Interpret art by categorizing subject matter and identifying the characteristics of form

Connecting
Understand that people from different places and times have made art for a variety of reasons

6931 - Music Overall Performance Level
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 and rhythmic concepts

8931 - Physical Education Overall Performance Level
Movement Skills
Demonstrate competency in a variety of motor skills and movement patterns

Knowledge
Demonstrate knowledge/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

Life Long Learning Skills
Portray positive attitude for learning
Respect others rights, feelings, and property
Accept responsibility for own behavior
Transition appropriately from one activity to another
Follow the rules of the classroom and school
Approach challenges using a variety of positive strategies
Organize self and materials appropriately
Focus attention during instruction and on tasks
Follow one step directions
Follow multi-step directions
Demonstrate effort
Work cooperatively with peers
Work independently
Fulfill homework requirements with support

Absent | 1 | 0 | 0 | 0 | 1
Dismissed | 0 | 0 | 0 | 0 | 0
Tardy | 0 | 1 | 0 | 0 | 1

Q1 Comment | Q2 Comment | Q3 Comment | Q4 Comment

Key to Performance Levels
C 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 Comments
A Always willing to help teachers/peers
M Needs frequent reminders to stay on task
B Benefits from teacher proximity & prompting
N Needs prompting to engage in discussions
C Can be more successful if prepared for class
O Needs support interacting with others successfully
D Can benefit from increased organizational skills
P Needs support to maximize time on learning
E Comes prepared and ready to learn
Q Needs support transitioning between activities
F Consistently challenges him/her self
R Needs support working in co-op learning groups
G Contributes to the classroom discussions
S Quality of work has improved
H Exhibits curiosity
T Remains focused and on tasks
I Has made great academic gains
U Shows initiative
J Is creative and/or original
V Shows leadership
K Makes positive choices
W Takes pride in his/her work
L Maximizes time on learning
X Vibrant member of the classroom
# Grade 02 Quarterly Report Card 2014-15

**Student:** [Name]

**Teacher:** [Name]

<table>
<thead>
<tr>
<th>10912 - English Language Arts Overall Performance Level</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read with sufficient accuracy to support comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read grade level text with fluency to support comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decode long and short vowels when reading regularly spelled one- and two-syllable words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decode words with common prefixes and suffixes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read grade-appropriate irregularly spelled words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Literature</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of a text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe how characters respond to major events and challenges, express their point of view, and are the same or different</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare and contrast two versions of the same story on the same topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Informational Texts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine topic and main purpose of text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe the overall structure of a text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know and explain how text features aid comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking &amp; Listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe key ideas or details from a text read aloud or information presented orally or through other media</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in collaborative conversations, following rules for discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions about what a speaker says to gather additional information or deepen understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell a story or share an experience with facts and details using complete sentences and a clear, audible voice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use correct grammar when writing or speaking: collective and plural nouns, pronouns, past tense, adjectives and adverbs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produce complete simple and compound sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capitalize proper nouns, use commas in letters and use apostrophes in contractions and possessives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply spelling patterns and use resources to correct</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine the meaning of unknown and multiple-meaning words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpret figurative language, determine word relationships and word meanings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use new words and phrases, including adjectives and adverbs (descriptive words)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write narrative pieces: recount an event, include details, use temporal words, use dialogue, provide closure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write informative/explanatory pieces: Introduce topic, use facts and definitions to develop, provide conclusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**1912 - Mathematics Overall Performance Level**

<table>
<thead>
<tr>
<th>Problem-Solving</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sense of problems and persevere in solving them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reasoning and Explaining</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construct a precise, evidence-based mathematical argument, and critique the reasoning of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Modeling and Using Tools</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model with mathematics, using appropriate tools strategically</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Seeing Structure and Generalizing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look for and make use of structure, and generalize patterns in repeated reasoning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Operations and Algebraic Thinking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use addition and subtraction within 100 to solve 1- and 2-step word problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluently add/subtract within 20 using mental strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write an equation to express the total amount of objects in a rectangular array as a sum of equal addends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number &amp; Operations in Base Ten</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand and explain place value and its patterns to 1000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read and write numbers to 1000 using base-ten numerals, number names, and expanded form</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand and explain the value of each digit in a three-digit number; compare two three-digit numbers using &gt;, &lt; or =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add and subtract within 100 fluently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use place value strategies to add and subtract within 1000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Measurement &amp; Data</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure and estimate lengths in inches, feet, centimeters and meters, or in nonstandard units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve word problems involving lengths using addition and subtraction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve word problems involving dollar bills, quarters, dimes, nickels and pennies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generate measurement data and represent a data set with a bar graph or picture graph</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2912 - Science & Technology / Engineering Overall Performance Level**

<table>
<thead>
<tr>
<th>Science &amp; Engineering Practices</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask questions about the world around us and identify problems that impact us</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan and Carry Out Investigations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore the world around us, collect and analyze data from investigations and communicate findings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluate Information</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use observations, data and information obtained from text/print and other media as evidence to support claims or arguments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Earth &amp; Space Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding and knowledge of air and weather</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding and knowledge of earth's surface</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Demonstrate understanding of patterns observed in the world around us

Physical Science
- Describe properties of matter and motion of objects

Technology & Engineering
- Identify tools and simple machines used for a specific purpose
- Identify characteristics of and uses for natural materials and human made objects

Life Science
- Identify the characteristics, cycles, and interactions of living things in their environment

3912 - History & Social Science Overall Performance Level

History and Geography
- Use calendars, words and phrases related to time and causation, and historical timelines
- Use maps and globes
- Identify continents, oceans, major rivers and major mountain ranges in the world

Civics & Government
- Explain rights and responsibilities of United States citizens
- Understand that America is a combination of traditions and cultures from around the world
- Give examples of the qualities of good leaders and good citizens

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

6982 - Visual Arts 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 Overall 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 Education 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

Key to Performance Levels

C
- Consistently
- Achieves Standards – Consistently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.

U
- Usually
- Approaching Standards – Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.

S
- Sometimes
- Needs Support – Not grasping key concepts, processes, and essential skills. Area of concern that requires support.

R
- Rarely
- Consistently challenges him/herself

Key to Comments

A
- Always willing to help teachers/peers

B
- Benefits from teacher proximity & prompting

C
- Can be more successful if prepared for class

D
- Can benefit from increased organizational skills

E
- Comes prepared and ready to learn

F
- Consistently challenges him/her self

G
- Contributes to the classroom discussions

H
- Exhibits curiosity

I
- Has made great academic gains

J
- Is creative and/or original

K
- Makes positive choices

L
- Maximizes time on learning

M
- Needs frequent reminders to stay on task

N
- Needs prompting to engage in discussions

O
- Needs support interacting with others successfully

P
- Needs support to maximize time on learning

Q
- Needs support transitioning between activities

R
- Needs support working in co-op learning groups

S
- Quality of work has improved

T
- Remains focused and on tasks

U
- Shows initiative

V
- Shows leadership

W
- Takes pride in his/her work

X
- Vibrant member of the classroom

Key to Comments

Q1
Q2
Q3
Q4
Year to Date
Absence
1
0
0
0
1
Dismissed
1
0
0
0
1
Tardy
0
0
0
0
0

Q1 Comment
Q2 Comment
Q3 Comment
Q4 Comment

Annex A
gb #4-294
Page 13
### Grade 03 Quarterly Report Card 2014-15

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10913 - English Language Arts Overall Performance Level</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Foundational Skills</strong></td>
<td>Describe how prefixes and suffixes change the meaning of the root; break apart unknown words with three or more syllable chunks</td>
</tr>
<tr>
<td></td>
<td>Read grade level text accurately</td>
</tr>
<tr>
<td></td>
<td>Read fluently (easy, smooth, automatic) to support comprehension</td>
</tr>
<tr>
<td><strong>Reading Literature</strong></td>
<td>Retell stories, explain the central message, lesson, and/or moral using key details</td>
</tr>
<tr>
<td></td>
<td>Ask and answer questions from a text</td>
</tr>
<tr>
<td></td>
<td>Compare and contrast themes, settings and plots of two stories</td>
</tr>
<tr>
<td></td>
<td>Describe characters in a story, explain how their actions contribute to the sequence of events</td>
</tr>
<tr>
<td></td>
<td>Determine point of view; explain how own point of view is similar/different from the narrator, character, or author</td>
</tr>
<tr>
<td></td>
<td>Use reading strategies to understand difficult text</td>
</tr>
<tr>
<td></td>
<td>Use text features and search tools to quickly locate information on a topic</td>
</tr>
<tr>
<td><strong>Reading Informational Texts</strong></td>
<td>Identify the main ideas and how key details from the text support the main idea</td>
</tr>
<tr>
<td></td>
<td>Use strategies and resources to determine meaning of academic and content specific words</td>
</tr>
<tr>
<td></td>
<td>Compare and contrast key details in two texts on the same topic</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Use commas and quotation marks in dialogue, spell high frequency and base words with suffixes and use reference materials</td>
</tr>
<tr>
<td></td>
<td>Determine the meaning of unknown and multiple-meaning words</td>
</tr>
<tr>
<td></td>
<td>Interpret figurative language, determine word relationships and word meaning</td>
</tr>
<tr>
<td></td>
<td>Spell high frequency words and other studied words; consult references to check and correct spelling</td>
</tr>
<tr>
<td></td>
<td>Use coordinating and subordinating conjunctions to produce simple, compound and complex sentences</td>
</tr>
<tr>
<td></td>
<td>Accurately use conversational, academic, and content specific words including words that signal spatial and temporal relationships</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Write a narrative: introduce narrator, character, and situation, put events in order, develop events using dialogue and description, provide closure</td>
</tr>
<tr>
<td></td>
<td>Write an informative/explanatory piece: introduce topic, use facts and definitions, use linking words and phrases, and provide conclusion</td>
</tr>
<tr>
<td><strong>1913 - Mathematics Overall Performance Level</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Problem-Solving</strong></td>
<td>Make sense of problems and persevere in solving them</td>
</tr>
<tr>
<td><strong>Reasoning and Explaining</strong></td>
<td>Construct a precise, evidence-based mathematical argument, and critique the reasoning of others</td>
</tr>
<tr>
<td><strong>Modeling and Using Tools</strong></td>
<td>Model with mathematics, using appropriate tools strategically</td>
</tr>
<tr>
<td><strong>Seeing Structure and Generalizing</strong></td>
<td>Look for and make use of structure, and generalize patterns in repeated reasoning</td>
</tr>
<tr>
<td><strong>Operations and Algebraic Thinking</strong></td>
<td>Represent and solve problems involving multiplication and division</td>
</tr>
<tr>
<td></td>
<td>Understand properties of multiplication and the relationship between multiplication and division</td>
</tr>
<tr>
<td></td>
<td>Multiply and divide within 100 fluently</td>
</tr>
<tr>
<td></td>
<td>Solve two-step problems involving the four operations</td>
</tr>
<tr>
<td><strong>Fractions</strong></td>
<td>Explain any unit fraction (1/b) as one part of a whole with b parts</td>
</tr>
<tr>
<td></td>
<td>Understand fractions as numbers on the number line</td>
</tr>
<tr>
<td></td>
<td>Use models to show and explain equivalent fractions and whole numbers as fractions; compare fractions using &gt;, &lt; or =</td>
</tr>
<tr>
<td><strong>Measurement &amp; Data</strong></td>
<td>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects</td>
</tr>
<tr>
<td></td>
<td>Measure lengths using rulers at halves and fourths of an inch</td>
</tr>
<tr>
<td></td>
<td>Understand concepts of perimeter and area and relate them to multiplication and to addition</td>
</tr>
<tr>
<td></td>
<td>Solve problems involving perimeter</td>
</tr>
<tr>
<td><strong>2913 - Science &amp; Technology Overall Performance Level</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Science &amp; Engineering Practices</strong></td>
<td>Ask questions about the world around us and define problems that could be solved with technological solutions</td>
</tr>
<tr>
<td><strong>Plan and Carry Out Investigations</strong></td>
<td>Obtain, analyze, interpret, and communicate information from investigations</td>
</tr>
<tr>
<td><strong>Evaluate Information</strong></td>
<td>Use observations, data, and information obtained from text/print and other media as evidence to support a claim or present an argument</td>
</tr>
<tr>
<td><strong>Earth &amp; Space Science</strong></td>
<td>Demonstrate an understanding of rocks, minerals, soil</td>
</tr>
<tr>
<td></td>
<td>Demonstrate an understanding of weather, water cycle</td>
</tr>
<tr>
<td></td>
<td>Demonstrate an understanding of seasons, moon, and solar system</td>
</tr>
<tr>
<td><strong>Physical Science</strong></td>
<td>Demonstrate an understanding of properties of matter</td>
</tr>
</tbody>
</table>
**3913 - History & Social Science Overall Performance Level**

<table>
<thead>
<tr>
<th>Category</th>
<th>Q1 Comment</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Year to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>History and Geography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain the background and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>importance of the Wampanoags,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pilgrims and Puritans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify specific geographic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>locations relative to early</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colonial history</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain the importance of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>historical artifacts and primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain the important political</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>, economic, and military</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>developments leading up to and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>during the American Revolution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civics &amp; Government</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand and explain the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>purpose of governments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify key American documents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give examples of ways citizens</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>can participate in local</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>government</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain the purpose of taxes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand barter and trade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write informative/explanatory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>texts to examine a topic in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>social studies: convey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>information clearly, provide</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>facts, definitions and a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>conclusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**6933 - Visual Arts Overall Performance Level**

<table>
<thead>
<tr>
<th>Category</th>
<th>Q1 Comment</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Year to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create personally satisfying artwork using a variety of artistic processes and materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elaborate visual information by adding details in an artwork to enhance emerging meaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify exhibit space and prepare works of art including artists’ statements for presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate work based on given criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connecting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a work of art based on observations of surroundings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**6933 - Music Overall Performance Level**

<table>
<thead>
<tr>
<th>Category</th>
<th>Q1 Comment</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Year to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select and perform songs to demonstrate in tune singing with expanded range</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create musical responses using the do pentatonic scale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform known rhythmic and melodic phrases on a variety of classroom instruments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboratively explore part work to understand complex musical structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond to musical examples using music vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**8913 - Physical Education Overall Performance Level**

<table>
<thead>
<tr>
<th>Category</th>
<th>Q1 Comment</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Year to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply knowledge of concepts, principles, and tactics related to motor skills, movement patterns and performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Life Long Learning Skills**

**Q1**

<table>
<thead>
<tr>
<th>Type</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Year to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absent</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Dismissed</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Tardy</td>
<td>4</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key to Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Always willing to help teachers/peers</td>
</tr>
<tr>
<td>B Benefits from teacher proximity &amp; prompting</td>
</tr>
<tr>
<td>C Can be more successful if prepared for class</td>
</tr>
<tr>
<td>D Can benefit from increased organizational skills</td>
</tr>
<tr>
<td>E Comes prepared and ready to learn</td>
</tr>
<tr>
<td>F Consistently challenges him/her self</td>
</tr>
<tr>
<td>G Contributes to the classroom discussions</td>
</tr>
<tr>
<td>H Exhibits curiosity</td>
</tr>
<tr>
<td>I Has made great academic gains</td>
</tr>
<tr>
<td>J Is creative and/or original</td>
</tr>
<tr>
<td>K Makes positive choices</td>
</tr>
<tr>
<td>L Maximizes time on learning</td>
</tr>
</tbody>
</table>
### Grade 04 Quarterly Report Card 2014-15

**Student:** [Redacted]  
**Teacher:** [Redacted]  
**HmRm:** [Redacted]

#### 10914 - English Language Arts Overall Mark

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply grade level phonics and word analysis skills in decoding words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasoning and Explaining</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construct a precise, evidence-based mathematical argument, and critique the reasoning of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Modeling and Using Tools</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model with mathematics, using appropriate tools strategically</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Literature</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain what the text says when referring to details in the piece</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine the theme of a piece of literature; summarize</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Informational Texts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the main idea and how key details from the text support the main idea; summarize</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain events, procedures, ideas or concepts including what happened and why, based on specific information in the text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine meaning of content words or phrases to show understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpret information from text features (charts, time lines, graphs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking &amp; Listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in discussions; stay on topic; link to remarks of others, explain own ideas and what was learned</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report on a topic or text, tell a story or recount an experience with facts and details that support main ideas, speaking clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use complete sentences and recognize fragments and run-ons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use capitalization, punctuation and correct spelling when writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine the meaning of unknown and multiple-meaning words using context clues, prefixes, suffixes, root-words; use reference materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpret figurative language; determine word relationships and word meanings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a narrative: establish the situation, the narrator/characters and sequence, use dialogue and description, transitional words and sensory details</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write to explain: introduce a topic, group related information; include text features; develop topics, provide conclusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 1914 - Mathematics Overall Mark

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem-Solving</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make sense of problems and persevere in solving them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reasoning and Explaining</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construct a precise, evidence-based mathematical argument, and critique the reasoning of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Modeling and Using Tools</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model with mathematics, using appropriate tools strategically</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Literature</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain what the text says when referring to details in the piece</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine the theme of a piece of literature; summarize</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Informational Texts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the main idea and how key details from the text support the main idea; summarize</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain events, procedures, ideas or concepts including what happened and why, based on specific information in the text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine meaning of content words or phrases to show understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpret information from text features (charts, time lines, graphs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking &amp; Listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in discussions; stay on topic; link to remarks of others, explain own ideas and what was learned</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report on a topic or text, tell a story or recount an experience with facts and details that support main ideas, speaking clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use complete sentences and recognize fragments and run-ons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use capitalization, punctuation and correct spelling when writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine the meaning of unknown and multiple-meaning words using context clues, prefixes, suffixes, root-words; use reference materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpret figurative language; determine word relationships and word meanings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a narrative: establish the situation, the narrator/characters and sequence, use dialogue and description, transitional words and sensory details</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write to explain: introduce a topic, group related information; include text features; develop topics, provide conclusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2914 - Science & Technology Overall Mark

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science &amp; Engineering Practices</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define and solve problems using science and engineering practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan and Carry Out Investigations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtain, analyze, interpret, and communicate information from investigations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluate Information</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use observations/data from investigations and information obtained from text and media as evidence to support a claim or present an argument</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Earth &amp; Space Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of rocks and minerals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of earth's surface</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of water cycle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of properties of matter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of sound</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of electricity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technology &amp; Engineering</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding and knowledge of simple machines and tools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Life Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of life cycles and adaptations of living things</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of ecosystems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3914 - History & Social Science Overall Mark

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 - Social Studies Overall Mark</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan and Carry Out Investigations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtain, analyze, interpret, and communicate information from investigations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluate Information</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use observations/data from investigations and information obtained from text and media as evidence to support a claim or present an argument</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Earth &amp; Space Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of rocks and minerals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of earth's surface</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of water cycle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of properties of matter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of sound</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of electricity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technology &amp; Engineering</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding and knowledge of simple machines and tools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Life Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of life cycles and adaptations of living things</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of ecosystems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History and Geography</td>
<td>Identify specific geographic locations/historical events in the United States</td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
<td>Q4</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td>Identify specific geographic locations/historical events in Canada</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify specific geographic locations/historical events in Mexico</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify specific geographic locations/historical events in Central America and the Caribbean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Civics &amp; Government</th>
<th>Identify the path to United States citizenship for immigrants</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify the major rights of United States citizens</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economics</th>
<th>Define and give examples of natural resources in the United States</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Give examples of how scarcity compels communities to make choices about goods and services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Give examples of how the interaction of buyers and sellers influences the prices of goods and services in the market</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Literacy            | Write informative/explanatory texts to examine a topic in social studies: convey information clearly, provide facts, definitions and a conclusion | Q1 | Q2 | Q3 | Q4 | Final |

## 6914 - Music Overall Mark

<table>
<thead>
<tr>
<th>Performing</th>
<th>Select, analyze and perform songs to demonstrate in tune singing within the range of a 6th note</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Perform known rhythmic and melodic phrases on soprano recorder</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding</td>
<td>Identify letter names on the treble clef: E, G, A, B, C, D, E'</td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
<td>Q4</td>
<td>Final</td>
</tr>
<tr>
<td></td>
<td>Respond, in writing, to own performances using music vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating</td>
<td>Analyze and interpret known rhythmic and melodic elements on traditional staff notation</td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
<td>Q4</td>
<td>Final</td>
</tr>
</tbody>
</table>

## 6924 - Visual Arts Overall Mark

<table>
<thead>
<tr>
<th>Creating</th>
<th>Set goals collaboratively and create artworks that are meaningful and have purpose to the makers</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenting</td>
<td>Compare and contrast purposes of art museums, art galleries, and other venues and the types of personal experiences they provide</td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
<td>Q4</td>
<td>Final</td>
</tr>
<tr>
<td>Responding</td>
<td>Interpret art by referring to contextual information, and analyzing relevant subject matter, characteristics of form, and use of media</td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
<td>Q4</td>
<td>Final</td>
</tr>
<tr>
<td>Connecting</td>
<td>Create works of art that reflect community cultural traditions</td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
<td>Q4</td>
<td>Final</td>
</tr>
</tbody>
</table>

## 8914 - Physical Education Overall Mark

<table>
<thead>
<tr>
<th>Movement Skills</th>
<th>Apply knowledge of concepts, principles, and tactics related to motor skills, movement patterns and performance</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness</td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
<td>Q4</td>
<td>Final</td>
</tr>
<tr>
<td>Social Skills</td>
<td>Exhibit responsible personal behavior that respects self and others</td>
<td>Q1</td>
<td>Q2</td>
<td>Q3</td>
<td>Q4</td>
<td>Final</td>
</tr>
</tbody>
</table>

## 8924 - Health Education Overall Mark

| Health Education    | Identify non-violent strategies to manage or resolve conflict                                  | Q1 | Q2 | Q3 | Q4 | Final |

## Life Long Learning Skills

<table>
<thead>
<tr>
<th>Q1 Comment</th>
<th>Q2 Comment</th>
<th>Q3 Comment</th>
<th>Q4 Comment</th>
</tr>
</thead>
</table>

## Year to Date

<table>
<thead>
<tr>
<th>Type</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Year to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absent</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Dismissed</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Tardy</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

### Key to Performance Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Consistently</td>
</tr>
<tr>
<td>U</td>
<td>Usually</td>
</tr>
<tr>
<td>S</td>
<td>Sometimes</td>
</tr>
<tr>
<td>R</td>
<td>Rarely</td>
</tr>
<tr>
<td>D</td>
<td>65 - 69</td>
</tr>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>R</td>
<td>0 - 64</td>
</tr>
<tr>
<td>F</td>
<td>0-64</td>
</tr>
</tbody>
</table>

### Key to Comments

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Needs frequent reminders to stay on task</td>
</tr>
<tr>
<td>N</td>
<td>Needs prompting to engage in discussions</td>
</tr>
<tr>
<td>O</td>
<td>Needs support interacting with others successfully</td>
</tr>
<tr>
<td>P</td>
<td>Needs support to maximize time on learning</td>
</tr>
<tr>
<td>Q</td>
<td>Needs support transitioning between activities</td>
</tr>
<tr>
<td>R</td>
<td>Needs support working in co-op learning groups</td>
</tr>
<tr>
<td>S</td>
<td>Quality of work has improved</td>
</tr>
<tr>
<td>T</td>
<td>Remains focused and on tasks</td>
</tr>
<tr>
<td>U</td>
<td>Shows initiative</td>
</tr>
<tr>
<td>V</td>
<td>Shows leadership</td>
</tr>
<tr>
<td>W</td>
<td>Takes pride in his/her work</td>
</tr>
<tr>
<td>X</td>
<td>Vibrant member of the classroom</td>
</tr>
</tbody>
</table>

**Key to Comments**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Always willing to help teachers/peers</td>
</tr>
<tr>
<td>B</td>
<td>Benefits from teacher proximity &amp; prompting</td>
</tr>
<tr>
<td>C</td>
<td>Can be more successful if prepared for class</td>
</tr>
<tr>
<td>D</td>
<td>Can benefit from increased organizational skills</td>
</tr>
<tr>
<td>E</td>
<td>Comes prepared and ready to learn</td>
</tr>
<tr>
<td>F</td>
<td>Consistently challenges him/her self</td>
</tr>
<tr>
<td>G</td>
<td>Contributes to the classroom discussions</td>
</tr>
<tr>
<td>H</td>
<td>Exhibits curiosity</td>
</tr>
<tr>
<td>I</td>
<td>Has made great academic gains</td>
</tr>
<tr>
<td>J</td>
<td>Is creative and/or original</td>
</tr>
<tr>
<td>K</td>
<td>Makes positive choices</td>
</tr>
<tr>
<td>L</td>
<td>Maximizes time on learning</td>
</tr>
<tr>
<td>M</td>
<td>Needs frequent reminders to stay on task</td>
</tr>
<tr>
<td>N</td>
<td>Needs prompting to engage in discussions</td>
</tr>
<tr>
<td>O</td>
<td>Needs support interacting with others successfully</td>
</tr>
<tr>
<td>P</td>
<td>Needs support to maximize time on learning</td>
</tr>
<tr>
<td>Q</td>
<td>Needs support transitioning between activities</td>
</tr>
<tr>
<td>R</td>
<td>Needs support working in co-op learning groups</td>
</tr>
<tr>
<td>S</td>
<td>Quality of work has improved</td>
</tr>
<tr>
<td>T</td>
<td>Remains focused and on tasks</td>
</tr>
<tr>
<td>U</td>
<td>Shows initiative</td>
</tr>
<tr>
<td>V</td>
<td>Shows leadership</td>
</tr>
<tr>
<td>W</td>
<td>Takes pride in his/her work</td>
</tr>
<tr>
<td>X</td>
<td>Vibrant member of the classroom</td>
</tr>
</tbody>
</table>
## Grade 05 Quarterly Report Card 2014-15

### 10915 - English Language Arts Overall Mark

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply grade-level phonics and word analysis skills to read unfamiliar words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read grade-level text with sufficient fluency to support comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quote accurately from text when explaining meaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use details in a text to determine theme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare and contrast elements of fiction in a text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe how a narrator’s or speaker’s point of view influences how events are described</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine the meaning of words in context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Informational Texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quote accurately from text when explaining meaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze multiple accounts of the same event or topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain logic of text organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze visual and multimedia elements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine main ideas and how they are supported</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze multiple accounts of the same event or topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrate information from several texts including digital sources on the same topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking &amp; Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in discussions: prepared with required reading; contributes to the discussion and draws conclusions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report on a topic or text or present an opinion with support, sequence ideas logically, and speak clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate command of the conventions of Standard English punctuation, capitalization and spelling when writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expand, combine and reduce sentences for meaning, interest and style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine the meaning of unknown and multiple meaning words through context clues, Greek and Latin affixes and roots and references</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of figurative language, word relationships and nuances in word meanings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write narratives: establish a situation, narrator and/or characters and events; use techniques, transitional words and details, provide conclusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write informative/explanatory texts: introduce topic, provide focus, group information logically, use text features, provide conclusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write opinion pieces: introduce a topic or text; state opinion, create logical organization, use facts and details, link reasons, provide conclusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use technology to produce and publish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1915 - Mathematics Overall Mark

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-Solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make sense of problems and persevere in solving them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasoning and Explaining</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construct a precise, evidence-based mathematical argument, and critique the reasoning of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modeling and Using Tools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model with mathematics, using appropriate tools strategically</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeing Structure and Generalizing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look for and make use of structure, and generalize patterns in repeated reasoning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number &amp; Operations in Base Ten</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use understanding of place value to read, write, compare and round decimals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiply multi-digit whole numbers fluently using the standard algorithm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Divide multi-digit whole numbers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add and subtract decimals to hundredths</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiply and divide decimals to hundredths</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations and Algebraic Thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write and interpret numerical expressions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fractions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add and subtract fractions and mixed numbers with unlike denominators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiply and divide fractions using visual models or the standard algorithm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use the number sense of fractions to solve problems and assess the reasonableness of answers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measurement &amp; Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand concepts of volume and relate volume to multiplication and addition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2915 - Science & Technology Overall Mark

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science &amp; Engineering Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pose questions about the natural and technological world. Incorporate science and engineering practices to solve problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan and Carry Out Investigations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtain, analyze, interpret, and communicate information from investigations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use observations, data and information obtained from text/print and other media as evidence to support a claim or present an argument</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth &amp; Space Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of rocks, earth's history, changes to earth's surface</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of water cycle, weather and climate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of earth and moon relationship, solar system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of properties of matter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of forms of energy, electricity, magnetism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology &amp; Engineering</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a solution to an engineering problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of classification of living things</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of structures/adaptations in plants and animals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of energy and changes in ecosystems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
- Describe the first four presidencies and the growth of the republic of the United States to 1820.

Economics
- Give examples of how people 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.

Literacy
- Write texts to examine a topic in social studies, provide facts, definitions, quotations, write details, link ideas and provide a conclusion.

6915 - Music Overall 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.
- Respond to meter through conducting patterns in 2, 3, and 4

6925 - Visual Arts Overall Mark
Creating
- Combine ideas to generate an innovative idea 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 Education Overall Mark
Movement Skills
- Apply knowledge of concepts, principles, and tactics related to motor skills, movement patterns and performance.

Annex A
## Grade 06 Quarterly Report Card 2014-15

### 10916 - English Language Arts Overall Mark

<table>
<thead>
<tr>
<th>Grade</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Literature</td>
<td>Cite textual evidence to support analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine theme and how it is conveyed through details; provide an objective summary of the text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe how a particular text's plot unfolds and how the characters respond/change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine the meaning of words and phrases, including figurative, connotative and technical meaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Informational Texts</td>
<td>Analyze how a part of a text fits into the overall structure of a text and development of theme/idea</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare and contrast information and presentation of ideas in various multimedia and genre</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze how a key individual, event, or idea is introduced, illustrated and elaborated in a text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine the point of view or purpose of a text and how it is developed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking &amp; Listening</td>
<td>Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflect and paraphrase key ideas and perspectives in a discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present claims and findings, sequencing ideas logically and using specific details</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate command of the conventions of standard English, capitalization, punctuation and spelling when writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use conversational, academic, content specific words/phrases, including words that signal and other logical relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Write narratives to develop real or imagined experiences or events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write informative/explanatory texts to examine a topic and convey ideas, through logical organization and analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write arguments to support claims with clear reasons and relevant evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produce clear writing in which the development, organization and style are appropriate to task, purpose and audience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strengthen writing by planning, revising, editing and rewriting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1916 - Mathematics Overall Mark

<table>
<thead>
<tr>
<th>Grade</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-Solving</td>
<td>Make sense of problems and persevere in solving them</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasoning and Explaining</td>
<td>Construct a precise, evidence-based mathematical argument, and critique the reasoning of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modeling and Using Tools</td>
<td>Model with mathematics, using appropriate tools strategically</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeing Structure and Generalizing</td>
<td>Look for and make use of structure, and generalize patterns in repeated reasoning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Number System</td>
<td>Perform operations on whole numbers fluently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform operations on decimals fluently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand that opposite integers are used together to describe quantities having opposite values</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use positive and negative numbers to represent quantities in real-world contexts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand integers as points on the number line and in pairs as coordinates on the coordinate plane</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ratios and Proportional Relationships</td>
<td>Understand ratio concepts and use ratio reasoning to solve problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressions and Equations</td>
<td>Apply and extend previous understandings of arithmetic to Algebra</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason about and solve one-variable equations and inequalities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Represent and analyze quantitative relationships between dependent and independent variables</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze the relationship between two quantities using graphs and tables, and relate these to an equation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2916 - Science & Technology Overall Mark

<table>
<thead>
<tr>
<th>Grade</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science &amp; Engineering Practices</td>
<td>Pose questions about the natural and technological world. Incorporate science and engineering practices to solve problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan and Carry Out Investigations</td>
<td>Obtain, analyze, interpret, and communicate information from investigations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate Information</td>
<td>Use observations, data and information obtained from text/print and other media as evidence to support a claim or present an argument</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth &amp; Space Science</td>
<td>Demonstrate understanding of rocks, earth's structure/history</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of water cycle, weather</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of the universe and the solar system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td>Demonstrate understanding of properties and changes in matter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate understanding of forms of energy, motion of objects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology &amp; Engineering</td>
<td>Use the engineering design process to build a prototype and/or solve a technological problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Science</td>
<td>Demonstrate understanding of living things, environment, ecosystems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 1: Life Long Learning Skills

<table>
<thead>
<tr>
<th>Type</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Year to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absent</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Dismissed</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Tardy</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 2: Key to Performance Levels

<table>
<thead>
<tr>
<th>Key to Comments</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Consistently</td>
</tr>
<tr>
<td>B</td>
<td>Usually</td>
</tr>
<tr>
<td>C</td>
<td>Sometimes</td>
</tr>
<tr>
<td>D</td>
<td>Rarely</td>
</tr>
<tr>
<td>E</td>
<td>Always willing to help teachers/peers</td>
</tr>
<tr>
<td>F</td>
<td>Benefits from teacher proximity &amp; prompting</td>
</tr>
<tr>
<td>G</td>
<td>Can be more successful if prepared for class</td>
</tr>
<tr>
<td>H</td>
<td>Can benefit from increased organizational skills</td>
</tr>
<tr>
<td>I</td>
<td>Comes prepared and ready to learn</td>
</tr>
<tr>
<td>J</td>
<td>Consistently challenges him/her self</td>
</tr>
<tr>
<td>K</td>
<td>Contributes to the classroom discussions</td>
</tr>
<tr>
<td>L</td>
<td>Exhibits curiosity</td>
</tr>
<tr>
<td>M</td>
<td>Has made great academic gains</td>
</tr>
<tr>
<td>N</td>
<td>Is creative and/or original</td>
</tr>
<tr>
<td>O</td>
<td>Makes positive choices</td>
</tr>
<tr>
<td>P</td>
<td>Maximizes time on learning</td>
</tr>
<tr>
<td>Q</td>
<td>Consistently challenges him/her self</td>
</tr>
<tr>
<td>R</td>
<td>Consistently challenges him/her self</td>
</tr>
<tr>
<td>S</td>
<td>Quality of work has improved</td>
</tr>
<tr>
<td>T</td>
<td>Quality of work has improved</td>
</tr>
<tr>
<td>U</td>
<td>Remains focused and on tasks</td>
</tr>
<tr>
<td>V</td>
<td>Remains focused and on tasks</td>
</tr>
<tr>
<td>W</td>
<td>Takes pride in his/her work</td>
</tr>
<tr>
<td>X</td>
<td>Vibrant member of the classroom</td>
</tr>
</tbody>
</table>

Table 3: Q1 Comment

<table>
<thead>
<tr>
<th>Q1 Comment</th>
<th>Q2 Comment</th>
<th>Q3 Comment</th>
<th>Q4 Comment</th>
</tr>
</thead>
</table>

Table 4: Key to Comments

<table>
<thead>
<tr>
<th>Key to Comments</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Always willing to help teachers/peers</td>
</tr>
<tr>
<td>B</td>
<td>Benefits from teacher proximity &amp; prompting</td>
</tr>
<tr>
<td>C</td>
<td>Can be more successful if prepared for class</td>
</tr>
<tr>
<td>D</td>
<td>Can benefit from increased organizational skills</td>
</tr>
<tr>
<td>E</td>
<td>Comes prepared and ready to learn</td>
</tr>
<tr>
<td>F</td>
<td>Consistently challenges him/her self</td>
</tr>
<tr>
<td>G</td>
<td>Contributes to the classroom discussions</td>
</tr>
<tr>
<td>H</td>
<td>Exhibits curiosity</td>
</tr>
<tr>
<td>I</td>
<td>Has made great academic gains</td>
</tr>
<tr>
<td>J</td>
<td>Is creative and/or original</td>
</tr>
<tr>
<td>K</td>
<td>Makes positive choices</td>
</tr>
<tr>
<td>L</td>
<td>Maximizes time on learning</td>
</tr>
<tr>
<td>M</td>
<td>Needs frequent reminders to stay on task</td>
</tr>
<tr>
<td>N</td>
<td>Needs prompting to engage in discussions</td>
</tr>
<tr>
<td>O</td>
<td>Needs support interacting with others successfully</td>
</tr>
<tr>
<td>P</td>
<td>Needs support to maximize time on learning</td>
</tr>
<tr>
<td>Q</td>
<td>Needs support transitioning between activities</td>
</tr>
<tr>
<td>R</td>
<td>Needs support working in co-op learning groups</td>
</tr>
<tr>
<td>S</td>
<td>Quality of work has improved</td>
</tr>
<tr>
<td>T</td>
<td>Remains focused and on tasks</td>
</tr>
<tr>
<td>U</td>
<td>Shows initiative</td>
</tr>
<tr>
<td>V</td>
<td>Shows leadership</td>
</tr>
<tr>
<td>W</td>
<td>Takes pride in his/her work</td>
</tr>
<tr>
<td>X</td>
<td>Vibrant member of the classroom</td>
</tr>
</tbody>
</table>