Stoughton High School

Stoughton Public Schools

Pre-Kindergarten Report Card 2012-2013

Grade: PK

Student: Test, Student | Teacher: | **Homeroom:**

Content Area: English Language Arts

	T1	T2	T3	Level 1	Level 2	Level 3	Level 4
Listens and attends to texts				Beginning to sit and listen to age appropriate text with prompting and support	Developing the ability to listen and attend to age appropriate text	Mastered the ability to listen and attend to age appropriate text independently	Remains engaged and listens to advanced level texts
Listening Comprehension				Beginning to retell a story with prompting and support	Retells a story with prompting and support	Retells a story in sequential order with prompting and support	Independently retells a story in sequential order
Asks and Answers Questions				Beginning to answer questions about texts with prompting and support	Developing the ability to ask and answer questions about texts with prompting and support	Asks and answers questions about all texts and unfamiliar vocabulary with prompting and support	Independently asks and answers questions about all texts and unfamiliar vocabulary
Letter/PrintAwareness				Matches letters of their name with prompting and support	Matches letters of their name independently	Identifies some uppercase and lowercase letters in his/her name with prompting and support	Identifies some uppercase and lowercase letters independently
Phonemic Awareness				Beginning to imitate letter sounds with prompting and support	Developing the ability to match letter sounds to corresponding printed letters with prompting and support	Matches letter sound to corresponding printed letter with prompting and support	Matches letter sound to corresponding printed letter independently
Communicates Ideas				Beginning to communicate ideas through dictation with prompting and support	Communicates ideas through drawing and dictation with prompting and support	Effectively communicates ideas through drawing and dictation	Communicates ideas through drawing and copying words
Oral Language				Expresses ideas in short phrases with prompting and support	Expresses ideas in sentences with prompting and support	Effectively expresses ideas clearly in complete sentences	Expresses ideas clearly using complete sentences and advanced vocabulary

Content Area: Fine Motor Skills	T1	T2	T3	Level 1	Level 2	Level 3	Level 4
Cutting skills				Holds scissors with prompting and support	Holds scissors appropriately	Snips/cuts a line	Cuts simple shapes
Prewriting skills				Copies a vertical and horizontal line from a model	Copies +, O, from a model	Copies X, square, triangle from a model	Draws +, O, X, square and triangle independently
Printing first name				Traces name with prompting and support	Traces name independently	Copies name from model	Prints first name independently from memory

Content Area: Gross Motor Skills	T1	T2	T3	Level 1	Level 2	Level 3	Level 4
Demonstrates age appropriate gross motor skills				Requires maximum assistance and models to participate in strength, balance, coordination, and physical fitness activities	Requires minimum assistance to participate in strength, balance, coordination, and physical fitness activities	Independently participates in strength, balance, coordination, and physical fitness activities	Participates in all activities and is a role model for others

Student: Test, Student

Content Area: Mathematics	T1	T2	T3	Level 1	Level 2	Level 3	Level 4
Says name of numbers in meaningful context				Rote counts 0 - 5 with prompting and support	Rote counts 0 - 10 with prompting and support	Rote counts 0 - 10 independently	Rote counts 0 - 10+ independently
Identifies numerals 1-10				Matches numerals 0-10	Independently identifies 5 numerals	Independently identifies numbers 0 - 10	Independently indentifies numbers 0 ? 10+
Demonstrates 1:1 correspondence up to 10				Accurately demonstrates 1:1 correspondence with prompting and support	Independently demonstrates 1:1 correspondence 1 - 5	Independently demonstrates 1:1 correspondence 1 - 10	Independently demonstrates 1:1 correspondence exceeding 10
Demonstrates understanding of more, equal, less				Demonstrates understanding of equal with prompting and support	Demonstrates understanding of more, equal, less with prompting and support	Demonstrates understanding of more, equal, less independently	Uses concepts of more, equal, less in everyday situations
Understands Addition / Subtraction				Puts together groups of objects of quantities up to 5 with prompting and support	Puts together or takes apart groups of objects of quantities up to 5 with prompting and support	Puts together or takes apart groups of objects of quantities up to 5	Puts together or takes apart groups of objects of quantities more than 5
Identifies and compares attributes of length (tall, short), area (big, small), weight (heavy, light), capacity (empty, full)				Identifies and compares 2 categories of attributes with prompting and support	Identifies and compares 4 categories of attributes with prompting and support	Identifies and compares 4 categories of attributes independently	Identifies and compares more than 4 categories of attributes independently
Sorts / Classifies objects				Sorts objects by 1 attribute with prompting and support	Sorts objects by 1 attribute independently	Sorts objects by 2 attributes independently	Sorts objects by 2+ attributes Independently
Identifies positional concepts				Matches pictures of positional words	Identifies positional concepts with prompting and support	Identifies positional concepts independently	Uses positional words within everyday concepts independently
Matches and names two-dimentional shapes				Matches pictures of positional words	Identifies positional concepts with prompting and support	Identifies positional concepts independently	Uses positional words within everyday concepts independently
Creates three-dimentional shapes				Creates three-dimensional shapes with prompting and support	Creates three-dimensional shapes with a model	Creates three-dimensional shapes independently	Creates and identifies three-dimensional shapes independently

Content Area: Science/Social Studies	T1	T2	T3	Level 1	Level 2	Level 3	Level 4
Participates in experiments and science activities				Observes science activities and participates with prompting and support	Participates in science activities with some with prompting and support	Actively participates in science activities and experiments	Participates in science activities and experiments and extends science concepts independently
Shows understanding of self, family, community, and other cultures				Beginning to demonstrate an understanding of family	Demonstrates some understanding of family and community	Shows understanding of family, community and other cultures	Extends understanding of social studies concepts and makes connections independently

SOCIAL/PERSONAL GROWTH AND WORK HABITS

Student: Test, Student

Follows classroom rules and routines				Follows rules and routines with frequent prompting and support	Follows rules and routines with occasional prompting and support	Follows rules and routines independently	Always follows rules and routines and is a role model for others
Listens to and follows simple directions				Follows directions with frequent prompting and support	Follows directions with occasional prompting and support	Follows directions independently	Always follows directions and is a role model for others
Demonstrates age appropriate attention span				Frequently needs to be redirected or refocused on activities, easily distracted	Demonstrates age appropriate attention span with some with prompting and support	Demonstrates age appropriate attention span	Always demonstrates age appropriate attention span and is a role model for others
Demonstrates developmentally appropriate level of play				Solitary play (engaged in own activity)	Parallel play (plays besides peers, engaged in own activity)	Associative play (shares materials and space with peers during play)	Cooperative Play (shares materials, space and ideas with peers during play)
Seeks help when needed				Reluctant to ask for help when needed	Sometimes asks for help when needed	Seeks help if needed	Always seeks help when needed; offers help to others
Manages transitions and adapt to changes and routine				Manages transitions and adapts to changes in routine with much difficulty	Manages transitions and adapts to changes in routine inconsistently	Manages transitions and adapts to changes in routine consistently	Always manages transitions and adapts to changes in routine and is a role model for others

Attendance	T1	T2	T3	Total
Days Present	59			59
Days Absent	0			0
Times Tardy	0			0

Term 2

Grading Period: Overall Comments

Term 1

Term 3