



MORRIS SCHOOL DISTRICT

K-2 PROGRESS REPORT

Student: [REDACTED]

Grade: Kindergarten

Teacher: [REDACTED]

Attendance: Present 91 Absent: 1 Tardy: 0

Date: June 2010

COMMUNICATING STUDENT PROGRESS

Keys To Success:

The progress report is one form of communication between school and home. Each child will have a very different profile which reflects his or her uniqueness. All children will not show the same progress in each category. Developmental learning is affected by the age and maturity level of the child, his or her out of school experiences, as well as classroom learning. At the second through fifth grades it is a collaborative evaluation in that the student's self-reflection is a key component along with the teacher's narrative profile.

Children in the Morris School District progress along continuums in a child-centered, developmentally appropriate, non-comparative, non-competitive environment. This individualized progress report indicates your child's place along the reading and writing continuums, as well as his/her achievement in developing math knowledge, skills and concepts. The school community promotes academic excellence by empowering children to set and achieve high standards, develop problem solving skills, be self-reflective, make responsible decisions and become life long learners. Parents/guardians are encouraged to be education partners by responding in writing to your child's progress report.

Learning Continuum:

Children may exhibit characteristics from more than one stage on the continuum. Your child exhibits a majority of the characteristics in the area(s) checked on the reverse side of this page. The level to which the child exhibits these characteristics is noted by the use of a key:

I- Independently uses skill

P- Progressing and developing

E- Experiencing difficulty



READING CONTINUUM

<input type="checkbox"/> Readiness	<input type="checkbox"/> Pre-conventional	<input type="checkbox"/> Early Emergent	<input type="checkbox"/> Emergent	<input type="checkbox"/> Beginning	<input type="checkbox"/> Early Developing	<input type="checkbox"/> Developing	<input type="checkbox"/> Bridging	<input type="checkbox"/> Expanding	<input type="checkbox"/> Fluent
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READINESS

√ Skills and strategies observed

- Chooses books to look at and has favorites
- Listens attentively to literature
- Demonstrates an understanding of simple stories
- Participates and shares thoughts
- Retells simple stories
- Sequences three pictures
- Pretends to read
- Role plays parts in stories
- Engages in shared reading (predictable Big Books)
- Knows names of most capital letters
- Knows names of most lowercase letters
- Matches rhyming pictures
- Matches beginning consonant sounds with pictures



WRITING CONTINUUM

<input type="checkbox"/> Readiness	<input type="checkbox"/> Pre-conventional	<input type="checkbox"/> Early Emergent	<input type="checkbox"/> Emergent	<input type="checkbox"/> Beginning	<input type="checkbox"/> Early Developing	<input type="checkbox"/> Developing	<input type="checkbox"/> Bridging	<input type="checkbox"/> Expanding	<input type="checkbox"/> Fluent
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READINESS

√ Skills and strategies observed

- Begins to demonstrate print awareness (top-bottom, left-right) during directed instruction
- Uses paints, clay or other materials to form letters
- Draws 4 basic shapes (circle, square, rectangle, triangle)
- Uses illustrations to write
- Begins to copy words from the environment
- Demonstrates some letter/sound connections
- Pretends to read "own spelling"
- Prints first name
- Observes the modeling of writing
- Begins to generate ideas and experiences for a story
- Contributes to group story telling
- Sings familiar songs & rhymes to promote oral language



KEY
√- Consistently demonstrates

KINDERGARTEN MATHEMATICS PROGRESS REPORT



NAME _____

<i>Feb</i>	<i>June</i>	Number Sense
	√	Uses one-to-one correspondence
	√	Counts 0-20
	√	Counts 0-50
	√	Counts backwards from 10 to 0
	√	Skip counts by 5s to 50
	√	Skip counts by 10s to 100
	√	Recognizes and names written numerals 0-31
	√	Reads and writes number 0-20
	√	Adds to 10
		Subtracts from 10 and below
	√	Identifies more/less
	√	Continues and develops patterns
		Identifies coins (penny, nickel, dime, quarter)
	√	Tells values of coins (penny, nickel, dime)
	√	Solves simple number stories
		Geometry and Measurement
	√	Uses positional words
		Identifies basic shapes
	√	Divides sets of objects or shapes in half
	√	Reads and writes time to the hour
	√	Arranges or orders objects according to size, number, weight, etc.
	√	Uses nonstandard measurement units
	√	Uses and understands inches

<i>Feb</i>	<i>June</i>	Exploring Data
	√	Classifies objects into groups
	√	Arranges pictures in sequential order
		Interprets and creates picture/bar graphs
		Recites telephone number
		Recites address
	√	Recites birthday

GRADES K-2 PROGRESS REPORT

STUDENT _____

ASSESSMENT KEY

I – Independently uses skill
 P – Progressing and developing
 E – Experiencing difficulty

	Feb	June
LISTENING/SPEAKING		
Listens for enjoyment		I
Listens carefully to and follows directions		P
Demonstrates active listening skills		I
Responds to peer presentations		P
Participates in discussions		P
Consistently communicates meaningful ideas to the group		P
Uses complete sentences when speaking		P
Clearly expresses ideas		P
SOCIAL AND EMOTIONAL DEVELOPMENT		
Accepts responsibility for choices		P
Exhibits willingness to try new tasks; is a risk-taker		I
Makes positive statements about self and his/her accomplishments		P
Exhibits self-control and shares feelings appropriately		I
Interacts with peers and adults appropriately, exhibiting respect, courtesy and good manners		I
Exhibits a willingness to help others		I
Shows concern for others' feelings		I
Accepts guidance and tries to improve		I
Respects personal and school property		I
Independently follows school and class routines		P
Thinks independently and solves own problems		P
WORK STUDY HABITS		
Displays effort		I
Takes pride in work		I
Completes class work within an appropriate time frame		I
Takes responsibility for completing homework assignments completing them regularly		I
Independently chooses a variety of learning options		P
Keeps work and materials organized		I
Works well independently to accomplish goals		P
Works cooperatively in a group		I
Takes pride in the presentation of neat and organized work		I
Participates in classroom activities		I

	Feb	June
SCIENCE Grades K-2		
Participates in activities and experiments		P
Demonstrates understanding of science concepts		P
Exhibits good conduct		P
Follows directions		P

	Feb	June
PHYSICAL EDUCATION/HEALTH Grades K-2		
Demonstrates age appropriate movement skills		P
Engages in fitness enhancing activities		P
Demonstrates understanding of health concepts		P
Demonstrates positive behaviors		P

	Feb	June
ART Grades K-2		
Uses materials and employs techniques appropriately		P
Understands the concepts of art		I
Completes class work in an appropriate time frame		P
Shows effort		I
Listens to and follows directions		I

	Feb	June
VOCAL MUSIC Grades K-2		
Performs age appropriate rhythms accurately		P
Matches pitch consistently		P
Applies musical skills and knowledge		P
Actively participates in musical activities		P
Exhibits good conduct		P

	Feb	June
MEDIA LITERACY Grades K-2		
Takes proper care of books, materials and the media center		I
Locates appropriate materials in the media center		I
Recognizes a variety of fiction and nonfiction materials		I
Locates title, author and parts of the book		I
Properly uses mouse, keyboard, and basic computer vocabulary		I
Aware of safe Internet usage		P
Listens attentively		I



STUDENT NAME: _____

REPORT CARD COMMENTS

Narrative based on positive growth seen this year (Reading, Writing, Math, Social and Emotional)

_____ is a bright, enthusiastic, motivated student who has made a wonderful transition into Kindergarten. He is well liked by his peers and beginning to carry on conversations with them in English. _____ now understands much of what is said in class and is just starting to feel comfortable participating verbally in school. He grasps math concepts very quickly and enjoys working with manipulatives and playing math games. _____'s English vocabulary has come a long way since February and he is attempting to read simple pattern books during independent and buddy reading time. In Writing Workshop, _____ uses drawings to convey his ideas and is beginning to label and copy environmental print. It has been a pleasure having _____ in my class this year.

GOALS (Drawn specifically from the continuum and other report card aspects)

- Continue to develop English vocabulary and speaking fluency
- Recognize and name all capital and lowercase letters
- Match beginning consonant sounds with pictures
- Match rhyming pictures
- Identify coins

Teacher signature _____

-----Tear here-----

PARENT COMMENT(s) – [Please sign and return this section of the page only to your child's homeroom teacher]

Parent signature _____

Morris School District

160 HILLCREST AVENUE
MORRISTOWN, NEW JERSEY 07960
Phone: 973-292-2240 Fax: 973-292-2240



Hillcrest School

July 30, 2010

Dear Parent or Guardian,

This past spring, ELL (English Language Learning) students in Kindergarten through grade twelve participated in the administration of the ACCESS for ELLs language proficiency test. With this information, we will be able to monitor individual student progress in English language acquisition on an annual basis.

Enclosed you will find your child's results on the ACCESS test. The Parent/Guardian Report provides information about your child's **English Language Proficiency Level**. This information is for you to review and keep.

If you have any questions regarding these tests or the information that is being sent to you about how your child did on these tests, please contact your child's ELL/BIL teacher.

Sincerely, [Redacted]











Principal

Parent/Guardian Report - 2010

District: Morris	Student	
School: Hillcrest ES	State ID	District ID: 613713
Grade: K	Birth Da	

Report Purpose: This report gives information about your child's level of social and academic English language proficiency. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies.

Student's English Language Proficiency Level

Test Section	1 - Entering	2 - Beginning	3 - Developing	4 - Expanding	5 - Bridging	6 - Reaching
Listening 						
Speaking 						
Reading 						
Writing 						
Comprehension ^A (Listening and Reading)						
Overall Score ^B (Listening, Speaking, Reading, and Writing)						

Proficiency Level	Description of English Language Proficiency Levels
1 - Entering	Knows and uses minimal social language and minimal academic language with visual support
2 - Beginning	Knows and uses some social English and general academic language with visual support
3 - Developing	Knows and uses social English and some specific academic language with visual support
4 - Expanding	Knows and uses social English and some technical academic language
5 - Bridging	Knows and uses social and academic language working with grade level material
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test
<i>Other Information</i>	<p>Test Section Is Blank - If the student was absent for this Section of the test</p> <p>A - Comprehension Score = 70% Reading + 30% Listening - will be blank if student was absent for one or both of the Sections</p> <p>B - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking - will be blank if student was absent for one or more of the Sections</p>