



MORRIS SCHOOL DISTRICT

PROGRESS REPORT

Student [REDACTED]

Grade: 1

Teacher [REDACTED]

Attendance: Present: 166.5 Absent: 13.5 Tardy: |

Date: June 2011

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

WRITING CONTINUUM

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 <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 <input type="checkbox"/>
<u>EARLY EMERGENT</u>											<u>EARLY EMERGENT</u>									
<p><u>P</u> Retells Early Emergent text with beginning, middle & end</p> <p><u>I</u> Reads familiar Big Books</p> <p><u>I</u> Reads Early Emergent books independently</p> <p><u>I</u> Uses text to gain meaning (semantics)</p> <p><u>I</u> Uses sentence structure to help read (syntax)</p> <p style="text-align: center;"><u>√ Skills and strategies observed</u></p> <p><u>√</u> Chooses books to look at and has favorites</p> <p><u>√</u> Listens to text above grade-level (picture and or chapter books) to increase vocabulary</p> <p><u>√</u> Listens and identifies number of syllables in a word</p> <p><u>√</u> Can lead simple shared reading activities</p> <p><u>√</u> Rhymes words</p> <p><u>√</u> Knows and uses sounds for all initial consonants</p> <p><u>√</u> Has Early Emergent sight vocabulary</p> <p><u>√</u> Builds familiarity with genres of text</p> <p><u>√</u> Follows simple directions</p> <p><u>√</u> Begins to use punctuation (?!)</p> <p><u>√</u> Engages in 5 minutes of uninterrupted silent reading</p> <p><u>√</u> Reads with some initial fluency (chunks simple, multiple words together)</p> <p><u>√</u> Uses final consonants</p> <p><u>√</u> Begins to make meaningful predictions</p> <p><u>√</u> Connects books to own experiences with guidance</p> <p style="text-align: center;">INSTRUCTIONAL LEVEL KINDERGARTEN- GRADE 1</p>											<p><u>P</u> Writes all capital and lowercase letters from memory</p> <p><u>I</u> Reads own writing</p> <p><u>I</u> Leaves spaces between words</p> <p><u>I</u> Produces finished writing to share and/or publish</p> <p><u>I</u> Organizes ideas in logical sequence</p> <p><u>P</u> Writes story with beginning, middle & end</p> <p><u>I</u> Creates personal writing folder of written work</p> <p><u>I</u> Stays focused on topic</p> <p style="text-align: center;"><u>√ Skills and strategies observed</u></p> <p><u>√</u> Uses capital letters to begin sentences (I and names) and lowercase for the rest.</p> <p><u>√</u> Uses resources to assist in spelling (charts, lists, etc)</p> <p><u>√</u> Represents most initial sounds</p> <p><u>√</u> Represents most final sounds</p> <p><u>√</u> Represents most sounds (beginning, middle & end)</p> <p><u>√</u> Shares written work with class</p> <p><u>√</u> Holds pencils correctly</p> <p><u>√</u> Begins to use end punctuation</p> <p><u>√</u> Begins to mimic an author's patterns</p> <p style="text-align: center;">INSTRUCTIONAL LEVEL KINDERGARTEN - GRADE 1</p>									

1st GRADE MATHEMATICS PROGRESS REPORT

NAME: _____

KEY
√- Consistently demonstrates

<i>Feb</i>	<i>June</i>	Number Sense and Numerical Operations
√	√	Counts 0-100
√	√	Counts 100-200
√	√	Counts backwards from 20 to 0
	√	Skip counts by 2s to 100
	√	Skip counts by 5s to 100
	√	Skip counts by 10s to 100
	√	Reads and writes numbers 0-50
	√	Reads and writes numbers 50-100
		Reads and writes numbers 100-200
√	√	Adds and subtracts to 10
√	√	Adds and subtracts to 20
√	√	Tells and writes number before and after a given number
√	√	Identifies even and odd numbers
	√	Identifies and tells values of coins (penny, nickel, dime, quarter)
√	√	Adds combinations of dimes, nickels and pennies
√	√	Adds and subtracts multiples of 10
√	√	Continues and develops visual and one less/one more patterns
√	√	Determines place value in 2-digit numbers
	√	Solves simple number stories
√	√	Reads and writes number sentences using -, +, = signs
√	√	Compares and orders whole numbers up to 100

<i>Feb</i>	<i>June</i>	Measurement
√	√	Reads and writes time to the hour
	√	Reads and writes time to the 1/2 hour
√	√	Uses and understands measurement
	√	(inches and centimeters with a ruler and tape measure)
		Exploring Data
√	√	Uses tally marks to record data
√	√	Creates and interprets picture and bar graphs
		Recites telephone number
	√	Recites address
		Geometric Shapes
N/A	√	Recognizes equal parts of a whole
N/A	√	Identifies two and three dimensional geometric shapes

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

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

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

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

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

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

STUDENT NAME: _____

REPORT CARD COMMENTS

Narrative based on positive growth seen this year (Reading, Writing, Math, Social and Emotional)
_____ has been such a delight to have in class. He is very hard working, motivated and dedicated to his learning. _____ continues to enter the classroom each day with a willingness to learn. He has definitely gained more confidence and opened up to the class and me. Working with _____ in ELL and _____ and _____ has also helped build _____ confidence and has strengthened his foundation for learning. With _____ beautiful heart, wonderful personality and desire to learn and always try his best, I know that he will continue to remain a successful individual throughout his lifetime.
Wishing your family a healthy and happy summer!

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

Please continue to practice the following goals over the summer.

Reading:

- *Story comprehension-after reading at home, please ask _____ to summarize what took place in the story with some supporting details.
- *Practice reading nonfiction books and reviewing the parts of a nonfiction book.

Writing:

- *Reread for language, grammar and sentence structure.
- *Begin sentences with capital letters and end with punctuation.

Math:

- *Practice telling time to the half hour and five minute intervals
- *Identify coins and each coin's value
- *Count combinations of coins
- *Make change from \$1.00

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 _____



BASIC SKILLS PROGRESS REPORT

June 2011

We continue to provide additional instruction to your child, [REDACTED] in Language Arts through the BSI program.

Strengths:

- Using context while reading
- Using patterns while reading
- Using picture clues while reading
- Reading with expression

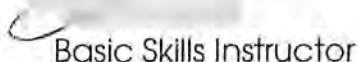
Goals:

- Reread a sentence to problem solve, self correct, and confirm
- Coping when pattern changes in text
- Building sight word vocabulary, as well as general English vocabulary
- Take apart compound words to solve them

Comments:

[REDACTED] is a pleasure to work with. I can hear his fluency building and we reread texts. I love hearing his positive comments upon receiving a new book to work on. Enjoy your summer.

Sincerely,


Basic Skills Instructor