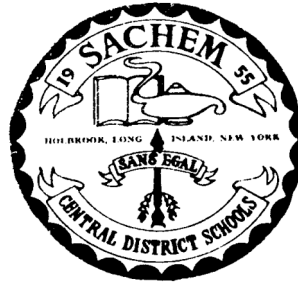


# Sachem Central School District



## Standards-Based Progress Report

### Kindergarten

#### ***PHILOSOPHY***

*Children are expected to be active participants in their educational experience where they are encouraged to explore, question, and discover in a cooperative environment.*

*The teacher is the facilitator in creating positive learning experiences which motivate and provide structure in a caring and secure climate where the children ultimately become responsible for their own learning.*

**Name:** Enter Student Name and Hit Tab

**Teacher:**

**School:**

**Year:**



	Nov.	Feb.	Apr.	June
<b>ATTENDANCE</b>				
Absent	.	.	.	.
Tardy	.	.	.	.

**Performance Levels**

<p><b>1 = Below Standards</b></p> <ul style="list-style-type: none"> <li>• Not yet meeting expectations for age or grade level</li> <li>• Seldomly meets requirements for quality work</li> <li>• Requires more exposure and modeling to develop knowledge and understanding</li> <li>• Requires an extended amount of time, instruction, assistance and practice</li> </ul>	<p><b>2 = Working Towards Standards</b></p> <ul style="list-style-type: none"> <li>• Meets some expectations for age or grade level</li> <li>• Meets some requirements for quality work</li> <li>• Demonstrates some knowledge and understanding</li> <li>• Requires some extra time, instruction, assistance and practice</li> </ul>	<p><b>3 = Meeting Standards</b></p> <ul style="list-style-type: none"> <li>• Meets expectations for age or grade level</li> <li>• Meets requirements for independent quality work</li> <li>• Shows knowledge and understanding</li> <li>• Demonstrates basic thinking skills</li> <li>• Applies learning to other subject areas</li> </ul>	<p><b>4 = Exceeds Standards</b></p> <ul style="list-style-type: none"> <li>• Exceeds expectations for age or grade level</li> <li>• Independently exhibits exceptional quality work consistently</li> <li>• Shows high level of knowledge and understanding</li> <li>• Shows creative and higher level thinking skills</li> <li>• Applies learning to other subject areas and life situations.</li> </ul>	<p><i>Shaded areas are not assessed at this time.</i></p> <p><i>* indicates 3 is the highest rubric score attainable</i></p>
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**Language Arts Performance Levels**

	Nov.	Feb.	Apr.	June		Nov.	Feb.	Apr.	June
<b>Reader/Listener</b>					<b>Writer/Speaker</b>				
Pre-Emergent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pre-Emergent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Emergent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Developing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Capable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Reading Text Level**

<b>November</b>	
<b>February</b>	
<b>April</b>	
<b>June</b>	

	Nov.	Feb.	Apr.	June
<b>READING/LISTENING</b>				
<b>Phonemic Awareness</b>				
Identifies and produces spoken words that rhyme				
Counts syllables in words				
Discriminates beginning sounds in words				
Discriminates ending sounds in words				
Separates words into isolated sounds				
Blends spoken sounds to form words				
Makes new words by changing beginning sound				
<b>Print Awareness</b>				
* Identifies front and back of book				
* Identifies title of book				
* Knows difference between print and picture				
* Distinguishes the difference between letters and words				
Voice/print matches with accuracy while reading independently				
Identifies and understands punctuation marks				

	Nov.	Feb.	Apr.	June
<b>Alphabet Recognition/Phonics</b>				
* Recognizes and automatically names upper and lower case letters				
Identifies letter sounds				
<b>Applies Reading Strategies</b>				
Uses picture clues				
Associates correct sounds with letters (graphophonic)				
Uses context cues (Does it make sense? – semantic)				
Uses language structure (Does it sound right? – syntactic)				
<b>Fluency</b>				
Reads grade level sight words in text				
Reads with fluency (speed, accuracy and expression)				
<b>Comprehension</b>				
Answers questions and recalls details from texts				
Makes predictions about story events				
Orally retells the story in sequence				
Shows an interest in reading				

Student Name: Enter Student Name and Hit Tab

	Nov.	Feb.	Apr.	June
<b>WRITING/SPEAKING</b>				
Expresses complete ideas orally				
Draws pictures to convey meaning				
Labels drawings with letters or words				
Uses left to right and top to bottom direction				
Applies letter/sound correspondence				
Writes about a given topic				
Shares writing with others appropriately				
<b>SPELLING</b>				
Uses developmental spelling appropriately				
* Writes first and last name using appropriate capitalization				
Uses conventional spelling of grade level sight words				
<b>HANDWRITING</b>				
* Uses proper pencil grip				
Forms letters learned correctly				
Uses proper spacing between letters and words				
Demonstrates age appropriate fine motor skills (tracing, cutting, coloring, drawing)				
Demonstrates neatness				

<b>SOCIAL STUDIES</b>				
Understands terms and concepts				
Completes related activities				

<b>MATHEMATICS</b>	Nov.	Feb.	Apr.	June
<b>Number Skills</b>				
Identifies and sequences numbers 0-10				
Counts objects in a set				
Counts by 1's to 100				
Applies problem solving strategies				
Solves addition problems				
Solves subtraction problems				
Counts by 5's and 10's				
Writes numerals 0-20				
<b>Geometry Skills and Spatial Relationships</b>				
Identifies and names shapes				
Identifies and names geometric solids				
Identifies ordinal position				
Identifies positional words and phrases				
<b>Measurement</b>				
Identifies coins and their values				
Understands calendar concepts				
Compares and measures objects by length				
Tells and shows time to the hour				
<b>Other Skills</b>				
Classifies and sorts objects				
Recognizes and extends patterns				
Interprets and completes graphs				
<b>SCIENCE/HEALTH</b>				
Understands terms and concepts				
Draws conclusions				

**Special Subject Area Marking Code**  
 E - Excellent    S - Satisfactory    NI - Needs Improvement    U - Unsatisfactory

<b>Physical Education</b>				
Demonstrates basic motor and manipulative skills				
Demonstrates knowledge of age-appropriate fitness concepts				
Follows directions; actively and safely participates				
Comes to class prepared				

<b>Art</b>				
Demonstrates fine motor skills and technical abilities				
Shows interest and participates cooperatively				
Demonstrates knowledge of age-appropriate art concepts				

<b>Library</b>				
Demonstrates understanding of library skills				
Returns books and materials on time				
Participates and uses materials appropriately				

<b>Music</b>				
Demonstrates age-appropriate skills and techniques				
Shows interest and participates cooperatively				
Practices self-control				

Social Skills/Work Habits Marking Code			
<b>E</b>	Excellent	<b>NI</b>	Needs Improvement
<b>S</b>	Satisfactory	<b>U</b>	Unsatisfactory

	Nov.	Feb.	Apr.	June
<b>Social Skills</b>				
Interacts appropriately with peers				
Interacts appropriately with adults				
Demonstrates self-control				
Follows classroom routines and school rules				
Listens and speaks respectfully without interrupting others				
Applies problem solving skills				
Knows telephone number				
Knows address				
Knows birth date				

	Nov.	Feb.	Apr.	June
<b>Work Habits</b>				
Demonstrates effort				
Attends to task				
Completes tasks in timely manner				
Is responsible for materials and belongings				
Works independently				
Works neatly and carefully				
Understands and follows oral directions				
Participates appropriately in class discussions/activities				

<b>Comments:</b>	
<b>First Quarter:</b>	<b>Second Quarter:</b>
<b>Third Quarter:</b>	<b>Fourth Quarter:</b>
	Placement for Next Year: