## ENGLISH LANGUAGE ARTS

**Reading Development**
- Provides key ideas and details from literature and informational text
- Understands the craft and structure of various types of text
- Makes comparisons within and between texts
- Engages in group reading activities
- Demonstrates understanding of concepts of print
- Demonstrates understanding of spoken words, rhyming, syllables, sounds
- Applies decoding skills
- Reads common sight words
- Reads appropriate texts

**Speaking and Listening Development**
- Demonstrates listening comprehension
- Effectively presents knowledge and ideas orally

**Writing and Language Development**
- Draws, dictates, and writes to create different types of text
- Engages in the writing process
- Participates in projects to recall or gather information
- Uses appropriate writing conventions
- Acquires and uses appropriate vocabulary

## MATHEMATICS

**Counting and Cardinality**
- Knows number names and the count sequence
- Counts to tell the number of objects
- Compares numbers

**Operations and Algebraic Thinking**
- Adds numbers
- Subtracts numbers

**Number and Operations in Base Ten**
- Works with numbers 11-19 to gain foundations for place value

**Measurement and Data**
- Describes and compares attributes
- Classifies objects

**Geometry**
- Identifies and describes shapes
- Analyzes, compares, creates, and composes shapes

**Mathematical Practices**
- Behaviors that lead to fluency, application and a deep understanding of the standards.

## ART

**Content knowledge and skills**

**Behavior and participation**

## MUSIC

**Content knowledge and skills**

**Behavior and participation**

## PHYSICAL EDUCATION

**Content knowledge and skills**

**Behavior and participation**

## LIBRARY SKILLS

**Content knowledge and skills**

**Behavior and participation**

## PERFORMANCE SCALE

**P = Proficient**
The student consistently meets and at times exceeds the grade level standards and produces work that demonstrates a thorough understanding of grade level standards.

**D = Developing**
The student often approaches and at times meets the grade level standards and produces work that demonstrates a partial understanding of grade level standards.

**AC = Area of Concern**
The student often falls below or far below the grade level standards and produces work that demonstrates a minimal understanding of grade level standards.

**Blank**
Any field left blank indicates that the skill was not assessed during this semester.

## BEHAVIORS THAT PROMOTE LEARNING

- Is respectful of rules, property, and others
- Accepts responsibility
- Plays well with others
- Works well with others
- Actively listens and attends to task
- Shows adequate self-control
- Works independently
- Produces quality work
- Completes work as assigned
- Follows directions

## ADAPTED CURRICULUM: The following curricula have been adapted through accommodations and/or modifications:

- Reading Development
- Library Skills
- Speaking & Listening Develop.
- Mathematics
- Writing & Language Develop.
- Sciences
- Art
- Social Studies
- Health
- Music
- Technology
- Physical Education

## ATTENDANCE: A starred number indicates that absence or tardies have affected grade (*)

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<thead>
<tr>
<th></th>
<th>Jan.</th>
<th>May</th>
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<tbody>
<tr>
<td>Days Absent</td>
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## COMMENTS: January

## COMMENTS: May

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**PROMOTED to**
## Dual Language - Spanish Proficiency Progress

### DUAL LANGUAGE PERFORMANCE SCALE

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>CC = Conceptual Control</strong></td>
<td>Student has an idea of what is expected in the proficiency level but cannot yet put it into practice</td>
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<tr>
<td><strong>PC = Partial Control</strong></td>
<td>Student is able to demonstrate some characteristics of the proficiency level but cannot sustain usage</td>
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<tr>
<td><strong>FC = Full Control</strong></td>
<td>Student is able to independently and consistently demonstrate characteristics of the proficiency level</td>
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### Spanish Proficiency

<table>
<thead>
<tr>
<th>Novice Mid (N2)</th>
<th>Jan.</th>
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<tbody>
<tr>
<td>Interpretive Listening</td>
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<td>Interpretive Reading</td>
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<td>Presentational Speaking</td>
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<td>Presentational Writing</td>
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<tr>
<td>Interpersonal Listening and Speaking</td>
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</tbody>
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### COMMENTS:

#### January

#### May