

### 3 Peaks Wilderness Immersion School LLC Kindergarten Report Card 2020-2021

Student:

Teacher:

**Performance Levels for CCSS**

**4 Extending-** Student has an in-depth understanding of grade level performance standards.

**3 Achieving-** Student is meeting the grade level performance standards with very little support from the teacher.

**2 Progressing-** Student is progressing in meeting grade level performance standards with less support from teacher.

**1 Beginning-** Student is beginning to meet grade level performance standards with support from the teacher.

**X Not Applicable-** This has not been taught or assessed at this point in the year.

Reporting Period	1	2	3
<b>ENGLISH LANGUAGE ARTS</b>			
<b>Foundational Skills</b>			
Names all upper and lower case letters			
Tracks print from left to right, top to bottom; Begins on the first page of story; Understands the difference between a letter and a word; points to each letter in a word and produces a sound (1x1 correspondence)			
Knows letter sounds			
Blends CVC words; Demonstrates understanding of spoken words, syllables and sounds.			
Recognize and produce rhyming words			
Applies grade-level phonics and word analysis skills in decoding words in isolation and in text.			
Reads beginning-reader text with purpose and understanding at an appropriate rate.			
<b>Reading Literature</b>			
With support ask/answer questions about text, retell stories, identify story structure and make connections between self, text and the world.			
Knows the role of author and illustrator; Identifies front/back cover and title			
Identifies characters, setting and major events in a story			
Actively engages in group reading activities with purpose and understanding; Can compare and contrast text on the same topic.			
<b>Reading Informational Text</b>			
With support ask and answer questions to identify main ideas/details, makes connections; Uses text structures/features; With support identify how reasons supports points in text; Understands Fiction vs. Non-Fiction			
<b>Writing</b>			
Use a combination of drawing, dictating, and writing to compose opinion, informative/explanatory, or narrative pieces.			

Adds details thoughts, feelings, and ideas clearly, through drawing, dictating and writing.			
<b>Speaking and Listening</b>			
Follow rules for discussions (staying on topic, raising hand); Ask/answer questions to seek help, get information, clarify something that is not understood; Audibly express thoughts, feelings and ideas clearly.			
<b>Language</b>			
Print upper and lower case letters; Understand and use question words; Capitalize the first word in a sentence, recognize ending punctuation, spell simple words phonetically.			
Reads, learns, and uses grade level vocabulary appropriately; Recognizes High Frequency Words			

	Reporting Period	1	2	3
<b>MATHEMATICS</b>				
<b>Counting and Cardinality</b>				
Knows numbers names; identify and write numbers 0-20; Count to 100 by ones and tens; Count up from a given number				
Count to tell the number of objects; Understands the relationship between numbers and quantities; Count to answer "how many?"				
Compare numbers; Greater than, less than, or equal to the number of objects in another group.				
<b>Operations and Algebraic Thinking</b>				
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Add and subtract numbers within 10; Fluently add and subtract the numbers 1-5; Using fingers, objects, drawing or number line.				
From any number 1-9, find the number that makes 10				
<b>Number and Operations in Base Ten</b>				
Builds and understands numbers 11-19 as a foundation for place value; $10 + 8$ is 18 or one ten and 8 ones.				
<b>Geometry</b>				
Identifies, describes, compares and creates shapes; Understands the difference between 2-D and 3-D shapes.				
<b>Measurement and Data</b>				
Describe measurable attributes of objects, such as length, weight, height				
Compare and contrast two or more objects; Using taller/shorter, smaller/ larger, big/bigger/biggest.				

