

REQUEST FOR QUOTATION		<b>TROY SCHOOL DISTRICT</b>  <b>1140 RANKIN, TROY, MICHIGAN 48083</b>  <b>248-823-4052</b>  <b>FAX: 248-823-4077</b>	REQUISITION
No.	<b>9573</b>		
DUE DATE	NO LATER THAN		
<b>10-7-08</b>	<b>3 p.m.</b>		DATE <b>9-23-08</b>

**REQUEST FOR QUOTE – NOT AN ORDER**

THIS FORM MUST BE UTILIZED WHEN RESPONDING TO THIS REQUEST  
BID ENVELOPE ENCLOSED

**THE RFQ NUMBER MUST APPEAR ON ALL QUOTATIONS AND RELATED CORRESPONDENCE, THIS IS NOT AN ORDER**

Quantity	DESCRIPTION	UNIT PRICE	AMOUNT
	<p>Please supply us with your bid to furnish the Troy School District with <b>Printing of Elementary Report Cards and Envelopes.</b></p> <p align="center">Copies of the bid are available at:</p> <p align="center"><a href="http://www.troy.k12.mi.us/purchasing/items_out_for_bid.htm">www.troy.k12.mi.us/purchasing/items_out_for_bid.htm</a> (left column)</p> <p align="center">Bid recaps will be available at:</p> <p align="center"><a href="http://www.troy.k12.mi.us/purchasing/items_out_for_bid.htm">www.troy.k12.mi.us/purchasing/items_out_for_bid.htm</a> (right column)</p> <p align="center"><u><b>FACSIMILE BID IS NOT ACCEPTABLE</b></u></p> <p>Bids will not be accepted if submitted after the deadline specified (local time) in the advertisement to bid or in the information to bidders. The late submission of a bid makes the bid nonrepsonsive and is a material defect which shall not be waived by the Board of Education. Delays in the mail will not be considered. All Late bids in the mail will be returned to the bidder unopened.</p> <p>Proposal for the submission of alternatives by vendors will be accepted and reviewed. However, if any substitution or departure is not clearly noted and described, it will be understood that the bid intends to exactly meet the specifications.</p> <p>The Board of Education shall be the sole judge as to whether the proposed goods are "equal" or "approved". Quotations must be mailed or delivered to the Purchasing Office, 1140 Rankin, Troy, MI 48083 no later than 3 p.m. on the date shown above. Michigan State Sales and Use Taxes and Federal Excise Taxes do not apply unless otherwise indicated. Exemption certificates will be furnished when necessary. This request imposes no obligations on the buyer. The Board of Education reserves the right to accept or reject any or all bids or to split awards by items or to accept bids, which will best serve the Board of Education.</p>		

**THIS AREA MUST BE FILLED IN**

DELIVERY TIME	PRICES FIRM FOR	NAME OF COMPANY	TELEPHONE NO.
TERMS		NO. & STREET	FAX #
FOB	ALL DELIVERY CHARGES MUST	CITY, STATE & ZIP CODE	E-MAIL
DELIVERED	BE INCLUDED IN PRICES SHOWN		
CONTACT PERSON (PLEASE PRINT)		SIGNATURE	DATE

**Note:** All bidders are specifically reminded that a completed Affidavit of Bidder (Familial Disclosure) MUST be completed and submitted with the bid response. Failure to include a completed copy will be grounds for disqualification of bid. The Affidavit of Bidder is required to be notarized for construction bids only. All others only require completion and signature.

### **AFFIDAVIT OF BIDDER**

The undersigned, the owner or authorized officer of \_\_\_\_\_  
(the "Bidder), pursuant to the familial disclosure requirement provided in the \_\_\_\_\_  
\_\_\_\_\_ (the "School District") advertisement for construction bids, hereby  
represent and warrant except as provided below, that no familial relationships exist  
between the over(s) or any employee of \_\_\_\_\_  
\_\_\_\_\_ and any member of the Board of Education of the  
School District or the Superintendent of the School District.

List any Familial Relationships:

**BIDDER:**

\_\_\_\_\_

By: \_\_\_\_\_

Its: \_\_\_\_\_

STATE OF MICHIGAN     )  
  )ss.  
COUNTY OF \_\_\_\_\_)

This instrument was acknowledged before me on the \_\_\_\_\_ day of \_\_\_\_\_, 2008,  
by \_\_\_\_\_.

\_\_\_\_\_  
\_\_\_\_\_, Notary Public

\_\_\_\_\_ County, Michigan

My Commission Expires: \_\_\_\_\_

Acting in the County of: \_\_\_\_\_

**TROY SCHOOL DISTRICT**  
**BID# 9573**  
**ELEMENTARY REPORT CARDS**

The Troy School District is seeking qualified bids for the printing of elementary school report cards and envelopes. The following specifications pertain to this bid:

**DEVELOPMENTAL KINDERGARTEN REPORT CARDS**

- 1) 3 part NCR paper White-White-White
- 2) Printing to be in PURPLE ink on front, PURPLE ink on back
- 3) Overall size 8-1/2" wide x 11-3/4" long (including perforation)
- 4) All 3 pages to be printed both front & back
- 5) Refer to the attached pages for layout design
- 6) All cards to be shrink wrapped in clear plastic, 25 cards per pkg.
- 7) 50 total cards (2 pkgs)

**KINDERGARTEN REPORT CARDS**

- 1) 3 part NCR paper White-White-White
- 2) Printing to be in BLUE ink on front, BLACK ink on back
- 3) Overall size 8-1/2" wide x 14-1/2" long (including perforation)
- 4) All 3 pages to be printed both front & back
- 5) Refer to the attached pages for layout design
- 6) All cards to be shrink wrapped in clear plastic, 25 cards per pkg.
- 7) 750 total cards (30 pkgs)

**FIRST & SECOND GRADE REPORT CARDS**

- 1) 5 part NCR paper White-White-White-White-White
- 2) Printing to be BLUE, GREEN & BLACK on front, BLACK on back
- 3) Overall size 8-1/2" wide x 14-1/2" long (including perforation)
- 4) All 5 pages to be printed both front & back
- 5) Refer to the attached pages for layout design
- 6) All cards to be shrink wrapped in clear plastic, 25 cards per pkg.
- 7) 1,750 total cards (70 pkgs)

**REPORT CARD ENVELOPES**

- 1) Printing to be in BLUE ink
- 2) Overall size 7-1/2" wide x 10-1/2" long
- 3) Printing on one side only
- 4) Refer to the attached pages for layout design
- 5) All envelopes to be shrink wrapped in clear plastic, 25 per pkg.
- 6) 4,400 total cards (176 pkgs)
- 7) NO glue/adhesive on envelope

**NOTE: Printer over/under run is NOT ACCEPTABLE. Exact quantities requested MUST be supplied.**

**TROY SCHOOL DISTRICT  
BID# 9573  
ELEMENTARY REPORT CARDS**

**DEVELOPMENTAL KINDERGARTEN REPORT CARDS**    \$ \_\_\_\_\_

**KINDERGARTEN REPORT CARDS**    \$ \_\_\_\_\_

**FIRST & SECOND GRADE REPORT CARDS**    \$ \_\_\_\_\_

**REPORT CARD ENVELOPES**    \$ \_\_\_\_\_

**SHIPPING (zip code 48083)**    \$ \_\_\_\_\_

**Any Other Charges (MUST specify)**    \$ \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Company**

\_\_\_\_\_  
**Phone #**

\_\_\_\_\_  
**Fax #**

\_\_\_\_\_  
**By**

\_\_\_\_\_  
**Print Name**

\_\_\_\_\_  
**Email**



## CONCEPTS OF PRINT

### BOOK HANDLING

- Front of book
- Back of book
- Title
- Print contains message (text)
- Top to bottom
- Left page before right page

### DIRECTIONAL BEHAVIOR

- Where to start
- Which way to go (left to right)
- Return sweep to left (end of line)
- First and last concept

### WORD ANALYSIS

- Word by word matching
- One word: two words
- First letter in a word
- Last letter in a word
- One letter: two letters

### PRINTED ANALYSIS

- Points/names three letters
- Identifies capital letter
- Identifies small letter
- Identifies period
- Identifies question mark
- Identifies exclamation mark
- Identifies quotation marks
- Identifies comma

## DEVELOPMENTAL STAGES OF WRITING

### PRE-EMERGENT:

- Takes risks playing with letter or letter-like forms
- Curious about letters and words
- Combines drawings, scribbles, and letters
- May show some sense of conventional direction (left to right, top to bottom)
- May not demonstrate sound/symbol correspondence
- May ask "What does this say?" of own writing

### EMERGENT:

- Combines writing and drawing
- Begins to understand letter/sound relationships
- Matches letters to sounds of speech
- Writes initial consonants in words
- May use one beginning letter to represent a word
- Begins to write left to right
- Usually writes a complete thought
- Writes mainly for self

### EARLY:

- Combines writing and drawing
- Writing can stand alone to convey meaning
- Begins to use vowel and consonant combinations in syllables
- Attempts to use most consonant sounds
- Combines conventional and functional spelling
- Aware of more forms of writing
- Writes connected ideas
- Writes mainly for self or teacher

## DEVELOPMENTAL STAGES OF READING

### PRE-EMERGENT:

- Listens to stories
- Retells stories
- Tells about pictures
- Pretends to be reading
- Recognizes name
- Turns pages when a story is read aloud
- Recognizes familiar signs in environment

### EMERGENT:

- Shows a desire to read
- Uses pictures to predict text
- Recites familiar verses, poems, and stories from memory
- Knows that print has meaning
- Learning that print moves left to right and top to bottom
- Realizes words are separated by spaces
- Matches some consonant sounds with correct letters (phonics)
- Recognizes frequently used words and phrases
- Uses picture clues to obtain meaning and predict text
- Actively involves self in language activities

### EARLY:

- Chooses to read frequently/independently
- Reads and uses a sight vocabulary
- Recognizes vowels and uses beginning consonant sounds
- Is developing an awareness of middle and ending consonant sounds and blends
- Uses pictures to check predictions to gain meaning
- Uses letter-sound relationships (phonics) together with context clues to gain meaning
- May read on and re-read to obtain meaning
- Understands what is read
- Increases reading vocabulary
- Reads predictable, familiar, or practiced text
- Is beginning to read silently for short period

www E 9027  
COC

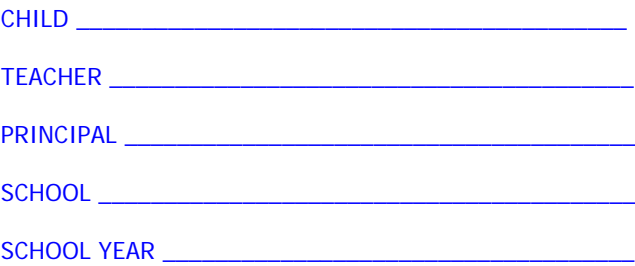
+ r l o y S  
0 v r z 7 17 P 12 D o r  
C r r r r l w M A K  
M U E R P R A M W o n

IMRA BOT

M-Y-N-M-W-12

(Mom and me went to the zoo)

Su got a big lcf IT  
was y/lw



**S** – Secure                      **P** – Progressing                      **N** – Needs more time, help and practice

**Areas not marked are not evaluated at this time**

[illegible]

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**RECOMMENDED GRADE PLACEMENT FOR NEXT YEAR IS:**

CONCEPTS OF PRINT:

BOOK HANDLING

- Front of book
- Back of book
- Title
- Print contains message (text)
- Top to bottom
- Left page before right page

DIRECTIONAL BEHAVIOR

- Where to start
- Which way to go (left to right)
- Return sweep to left (end of line)
- First and last concept

WORD ANALYSIS

- Word by word matching
- One word: two words
- First letter in a word
- Last letter in a word
- One letter: two letters

PRINTED ANALYSIS

- Points/names 3 letters
- Identifies capital letter
- Identifies small letter
- Meaning of period
- Meaning of question mark
- Meaning of exclamation mark
- Meaning of quotation marks
- Meaning of comma

DEVELOPMENTAL STAGES OF READING

PREEMERGENT:

- Listens to stories
- Retells stories
- Tells about pictures
- Pretends to be reading
- Recognizes name
- Turns pages when a story is read aloud
- Recognizes familiar signs in environment

EMERGENT:

- Shows a desire to read
- Uses pictures to predict text
- Recites familiar verses, poems, and stories from memory
- Knows that print has meaning
- Learning that print moves left to right and top to bottom
- Realizes words are separated by spaces
- Matches some consonant sounds with correct letters (phonics)
- Recognizes frequently used words and phrases
- Uses picture clues to obtain meaning and predict text
- Actively involves self in language activities

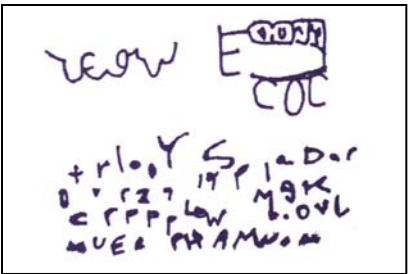
EARLY:

- Chooses to read frequently/ independently
- Reads and uses a sight vocabulary
- Recognizes vowels and uses beginning consonant sounds
- Is developing an awareness of middle and ending consonant sounds and blends
- Uses pictures to check predictions to gain meaning
- Uses letter-sound relationships (phonics) together with context clues to gain meaning
- May read on and re-read to obtain meaning
- Understands what is read
- Increases reading vocabulary
- Reads predictable, familiar or practiced text
- Is beginning to read silently for short periods

DEVELOPMENTAL STAGES OF WRITING

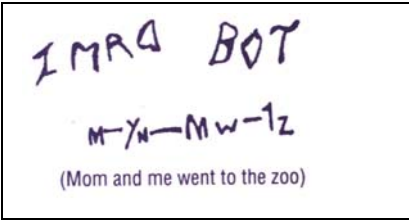
PREEMERGENT:

- Takes risks playing with letter or letter-like forms
- Curious about letters and words
- Combines drawings, scribbles and letters
- May show some sense of conventional direction (left to right, top to bottom)
- May not demonstrate sound/symbol correspondence
- May ask “What does this say?” of own writing



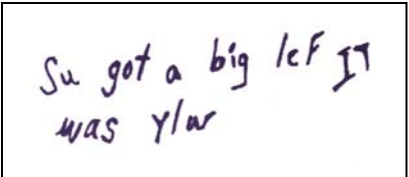
EMERGENT:

- Combines writing and drawing
- Begins to understand letter/sound relationships
- Matches letters to sounds of speech
- Writes initial consonants in words
- May use one beginning letter to represent a word
- Begins to write left to right
- Usually writes a complete thought
- Writes mainly for self



EARLY:

- Combines writing and drawing
- Writing can stand alone to convey meaning
- Begins to use vowel and consonant combinations in syllables
- Attempts to use most consonant sounds
- Combines conventional and functional spelling
- Aware of more forms of writing
- Writes connected ideas
- Writes mainly for self or teacher





CHARACTERISTICS OF SUCCESSFUL LEARNERS

Marking Code

- + = Consistently demonstrates behavior
- ✓ = Usually demonstrates behavior
- = Needs more time, help, and practice

	1	2	3	4
CONSIDERATE:				
<ul style="list-style-type: none"><li>Respects feelings, rights, ideas, and property of others</li></ul>				
<ul style="list-style-type: none"><li>Talks at appropriate times</li></ul>				
RESPONSIBLE:				
<ul style="list-style-type: none"><li>Demonstrates self-control</li></ul>				
<ul style="list-style-type: none"><li>Completes and turns in work on time</li></ul>				
<ul style="list-style-type: none"><li>Returns homework in a timely manner</li></ul>				
COOPERATIVE: Works well with others and completes group tasks successfully				
INDEPENDENT: Able to work individually				
EFFORT:				
<ul style="list-style-type: none"><li>Shows interest in learning</li></ul>				
<ul style="list-style-type: none"><li>Consistently works at personal best</li></ul>				
EFFECTIVE LISTENER: Attends to speaker				
FOLLOWS DIRECTIONS				
FOLLOWS CLASSROOM ROUTINES				
ORGANIZED:				
<ul style="list-style-type: none"><li>Plans and manages time</li></ul>				
<ul style="list-style-type: none"><li>Takes care of materials and belongings</li></ul>				

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Attendance	1	2	3	4
Days Absent				
Days Present				
Days Tardy				

IS RECOMMENDED FOR PLACEMENT IN GRADE \_\_\_\_\_

TEACHER'S SIGNATURE \_\_\_\_\_

Troy School District  
Elementary Progress Report  
GRADES 1 and 2

Student Name \_\_\_\_\_

Teacher \_\_\_\_\_

Principal \_\_\_\_\_

School \_\_\_\_\_ Year \_\_\_\_\_

Marking Code

- S = Secure in skills taught
- P = Progressing and developing skills
- N = Needs more time, help and practice
- \* = Modified (adjusted curriculum)

Areas not marked = Not yet taught or assessed this marking period

MATH (First through Second Grade Skills)	1	2	3	4
Numeration and Counting				
<ul style="list-style-type: none"><li>Counting 1 2 5 10</li></ul>				
<ul style="list-style-type: none"><li>Reading and writing numerals and tallies</li></ul>				
<ul style="list-style-type: none"><li>Identifying place value</li></ul>				
Operations and Relations				
<ul style="list-style-type: none"><li>Number Relationships (&gt;, &lt;, =)</li></ul>				
<ul style="list-style-type: none"><li>Fact families (+, -)</li></ul>				
<ul style="list-style-type: none"><li>Basic facts - addition</li></ul>				
<ul style="list-style-type: none"><li>Basic facts - subtraction</li></ul>				
<ul style="list-style-type: none"><li>Problem solving using a variety of strategies</li></ul>				
<ul style="list-style-type: none"><li>Equal shares and fractional parts</li></ul>				
Exploring Data (tables and graphs)				
Geometry (plane and symmetrical figures; geometric solids)				
Measurement:				
<ul style="list-style-type: none"><li>Standard and metric</li></ul>				
<ul style="list-style-type: none"><li>Time :00 :30 :15 :05</li></ul>				
<ul style="list-style-type: none"><li>Temperature F C</li></ul>				
Money:				
<ul style="list-style-type: none"><li>Identify and state value P N D Q</li></ul>				
<ul style="list-style-type: none"><li>Exchange</li></ul>				
Patterns and Rules (visual and numerical)				

SOCIAL STUDIES	1	2	3	4
Participates in activities				
Demonstrates an understanding of concepts				

Units studied:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

SCIENCE

Grade 1: ☐ Pebbles-Sand-Silt ☐ New Plants ☐ Solids & Liquids ☐ \_\_\_\_\_

Grade 2: ☐ Insects ☐ Balance/Motion ☐ Air/Weather ☐ Sound ☐ \_\_\_\_\_

	1	2	3	4
Participates in activities				
Uses scientific process skills (observing, predicting, recording information)				
Demonstrates an understanding of concepts				

LANGUAGE ARTS

COMMUNICATION	1	2	3	4
Demonstrates auditory comprehension				
Verbalizes ideas effectively and contributes relevant information				

WRITING STAGES An *X* indicates developmental stage on the continuum (Children will require at least the full two years to progress through these stages.)

4																	
3																	
2																	
1																	
Marking Period	Pre-Emergent		Emergent		Early		Transitional		Extending								

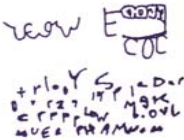
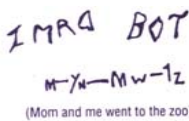
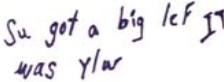
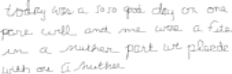
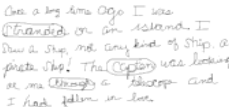
	1	2	3	4
Uses pictures and written language to communicate ideas				
Demonstrates growth in applying spelling principles				
Writes legibly				

READING STAGES An *X* indicates developmental stage on the continuum (Children will require at least the full two years to progress through these stages.)

4																	
3																	
2																	
1																	
Marking Period	Pre-Emergent		Emergent		Early		Transitional		Extending								

	1	2	3	4
Comprehends what is read:				
<ul style="list-style-type: none"><li>Narrative text (fiction)</li></ul>				
<ul style="list-style-type: none"><li>Informational (nonfiction)</li></ul>				
Uses a variety of strategies to construct meaning from print				
Recognizes basic vocabulary				
Understands vocabulary in context				
Reads fluently				
Reads with expression				
Responds to reading through discussion and writing				
Participates in independent reading				

DEVELOPMENTAL STAGES OF READING	
PREEMERGENT:	<ul style="list-style-type: none"> <li>Listens to stories</li> <li>Retells stories</li> <li>Tells about pictures</li> <li>Pretends to be reading</li> <li>Recognizes name</li> <li>Turns pages when a story is read aloud</li> <li>Recognizes familiar signs in environment</li> </ul>
EMERGENT:	<ul style="list-style-type: none"> <li>Shows a desire to read</li> <li>Uses pictures to predict text</li> <li>Recites familiar verses, poems, and stories from memory</li> <li>Knows that print has meaning</li> <li>Learning that print moves left to right and top to bottom</li> <li>Realizes words are separated by spaces</li> <li>Matches some consonant sounds with correct letters (phonics)</li> <li>Recognizes frequently used words and phrases</li> <li>Uses picture clues to obtain meaning and predict text</li> <li>Actively involves self in language activities</li> </ul>
EARLY:	<ul style="list-style-type: none"> <li>Chooses to read frequently/independently</li> <li>Reads and uses a sight vocabulary</li> <li>Recognizes vowels and uses beginning consonant sounds</li> <li>Is developing an awareness of middle and ending consonant sounds and blends</li> <li>Uses pictures to check predictions to gain meaning</li> <li>Uses letter-sound relationships (phonics) together with context clues to gain meaning</li> <li>May read on and re-read to obtain meaning</li> <li>Understands what is read</li> <li>Increases reading vocabulary</li> <li>Reads predictable, familiar, or practiced text</li> <li>Is beginning to read silently for short periods</li> </ul>
TRANSITIONAL	<ul style="list-style-type: none"> <li>Monitors and checks own reading by applying a variety of strategies (uses background knowledge, predicts and confirms, uses context clues, self-corrects, structural awareness, rereads, asks questions and clarifies)</li> <li>Reads informational text for answers to a specific question, or for a specific purpose.</li> <li>Recalls facts and details, and interprets diagrams, charts and graphs from informational text.</li> <li>Describes the characters, setting and main ideas in stories.</li> <li>Prefers to read silently</li> <li>Increases comprehension of reading vocabulary</li> </ul>
EXTENDING	<ul style="list-style-type: none"> <li>Reading strategies are consistently applied.</li> <li>Makes in-depth predictions and draws conclusions using supporting evidence.</li> <li>Discusses similarities in characters and events across stories.</li> <li>Connects and compares information across informational texts.</li> <li>Comprehends an extensive vocabulary</li> <li>Chooses to read independently from a variety of materials for different purposes.</li> <li>Independently uses reading to acquire information.</li> </ul>

DEVELOPMENTAL STAGES OF WRITING	
Pre-emergent:	<ul style="list-style-type: none"> <li>Takes risks playing with letter or letter-like forms</li> <li>Curious about letters and words</li> <li>Combines drawings, scribbles, and letters</li> <li>May show some sense of conventional direction (left to right, top to bottom)</li> <li>May demonstrate no sound/symbol correspondence</li> <li>May ask “What does this say?” of own writing</li> </ul> 
Emergent:	<ul style="list-style-type: none"> <li>Combines writing and drawing</li> <li>Writing/drawing shows little or no development of an idea</li> <li>Usually writes a complete thought</li> <li>Uses common words (like, mom, dog, cat, go)</li> <li>Begins to understand letter/sound relationships</li> <li>Matches letters to sounds of speech</li> <li>Writes initial consonants in words</li> <li>May use one letter to represent a word</li> <li>Begins to write left to right</li> <li>Inconsistent use of spacing between “words”</li> </ul> 
Early:	<ul style="list-style-type: none"> <li>Drawings/pictures enhance writing</li> <li>Writing can stand alone to convey meaning</li> <li>Aware of more forms of writing</li> <li>Writing/drawing generally on topic and pertains to a specific idea.</li> <li>Attempts to sequence and/or develop ideas</li> <li>Details examples may be limited</li> <li>Begins to expand vocabulary</li> <li>Uses most consonant sounds</li> <li>Begins to use vowel and consonant combinations in syllables</li> <li>Combines conventional and functional spelling</li> <li>Appropriate use of spacing between words</li> <li>Attempts to use other writing conventions</li> </ul> 
Transitional:	<ul style="list-style-type: none"> <li>Conveys meaning in writing without pictures when appropriate</li> <li>Elaborates and supports topic with relevant details</li> <li>Writes for a range of purposes</li> <li>Sentences are grouped together by related ideas or a sequence of events</li> <li>Some variation in the way sentences begin</li> <li>Begins to develop “voice” as writer</li> <li>Begins to select words for effect</li> <li>Understands most grapho-phonc patterns</li> <li>Spells a number of words conventionally</li> <li>Internalizes many of the conventions of writing (capitals, punctuation, format)</li> <li>Develops ability to edit and proofread</li> </ul> 
Extending:	<ul style="list-style-type: none"> <li>Conveys complex ideas through writing</li> <li>Writes for broad range of purposes</li> <li>Chooses topics confidently and is able to write fluently in organized fashion</li> <li>Takes risks with interesting words, humor, and descriptive detail</li> <li>Spells most words conventionally</li> <li>Refines skills of spelling and punctuation</li> <li>Observes conventions of written language</li> <li>Edits and proofreads effectively</li> </ul> 

DESCRIPTION OF SKILLS FOR MATH	
FIRST GRADE	SECOND GRADE
NUMERATION AND COUNTING:	NUMERATION AND COUNTING:
<ul style="list-style-type: none"> <li>Counts forward and back by 1’s, 2’s, 5’s and 10’s beyond 100</li> <li>Reads and writes tally marks to 100</li> <li>Reads and writes numerals to 100</li> <li>Identifies the 1’s, 10’s and 100’s place of a given number</li> </ul>	<ul style="list-style-type: none"> <li>Counts forward and back by 1’s, 2’s, 5’s, 10’s, 100’s to 1000</li> <li>Tally counts to 100 and uses tallies to record data</li> <li>Reads and writes numerals up to 4 digits</li> </ul>
OPERATIONS AND RELATIONS:	OPERATIONS AND RELATIONS:
<ul style="list-style-type: none"> <li>Understands the relationship of numbers (before, between and after)</li> <li>Compares numbers to 100 by identifying &gt;, &lt; and =</li> <li>Demonstrates the ability to separate/ divide a set/object into equal shares or fractional parts</li> <li>Identifies and represents common fractions ½ to 1/8 using models, diagrams and correct notation</li> <li>Understands the relationship of addition/subtraction (fact families)</li> <li>Uses a variety of strategies to solve (+, -) number problems</li> <li>Creates and solves (+, -) number stories</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the numbers before, between and after a given number(s) using a number grid</li> <li>Compares numbers to 1000 by identifying &gt;, &lt;, and = using words and symbols</li> <li>Demonstrates the ability to separate/divide a set/object into equal shares or fractional parts</li> <li>Compares, identifies and represents common fractions ½ to 1/10 using models, diagrams and fraction notations</li> <li>Understands the relationship of addition/ subtraction (fact families)</li> <li>Uses a variety of strategies to solve 2 digit (+, -) number problems</li> <li>Creates and solves (+, -, x, ÷) number stories</li> </ul>
EXPLORING DATA:	EXPLORING DATA:
<ul style="list-style-type: none"> <li>Collects and interprets data using tallies, tables and graphs</li> </ul>	<ul style="list-style-type: none"> <li>Creates, reads, interprets and orders data using tallies, tables and graphs</li> </ul>
GEOMETRY:	GEOMETRY:
<ul style="list-style-type: none"> <li>Identifies and describes plane figures</li> <li>Identifies and describes geometric solids</li> <li>Recognizes and creates symmetrical figures</li> </ul>	<ul style="list-style-type: none"> <li>Identifies, describes and classifies plane figures by numbers of sides and angles</li> <li>Identifies, describes and classifies geometric solids by bases, faces and edges</li> <li>Recognizes and creates symmetrical figures</li> </ul>
MEASURES AND REFERENCE FRAMES:	MEASURES AND REFERENCE FRAMES:
<ul style="list-style-type: none"> <li>Measures lengths of given objects in non-standard units, inches and centimeters</li> <li>Compares and contrasts weights and capacities of objects and containers</li> <li>Tells time to the nearest hour and half hour and recognizes the minute and five minute marks on an analog clock</li> <li>Describes, reads and records the temperature using °C and °F.</li> </ul>	<ul style="list-style-type: none"> <li>Measures lengths of given objects in meters, centimeters, yards, feet and inches</li> <li>Uses standard units to compare and contrast weights and capacities of objects/containers</li> <li>Reads and records time to five minute intervals</li> <li>Describes, reads, records and compares temperature in °C and °F</li> </ul>
MONEY:	MONEY:
<ul style="list-style-type: none"> <li>Identifies and states the value of coins and bills (\$1, Q, D, N and P)</li> <li>Exchanges coins (Q, D, N and P)</li> <li>Records the value of money amounts less than a dollar using dollar and cent notations</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and states the value of coins and bills (\$1. HD, Q, D, N and P)</li> <li>Finds the value of combinations of coins and exchanges coins for equivalent values</li> <li>Relates money to place value up to \$100.00 and records using dollar and cent notations</li> </ul>
PATTERNS, RULES AND FUNCTIONS:	PATTERNS, RULES AND FUNCTIONS:
<ul style="list-style-type: none"> <li>Recognizes and creates visual patterns</li> <li>Recognizes and creates numerical patterns to 100</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes and creates visual patterns</li> </ul>

# STUDENT PROGRESS REPORT TROY SCHOOL DISTRICT

PUPIL \_\_\_\_\_

Dear Parent:

This progress report indicates the developmental level your child has attained in the Troy School District's educational program. Teachers and administrators plan programs of instruction consistent with the individual needs and interests of every student.

The education of your child is a team effort that requires communication, understanding, and cooperation between the home and the school. Children do not all grow and progress in the same way and cannot be expected to attain similar objectives at the same time. Students in the primary grades vary greatly in physical, emotional, and intellectual stages of maturation. A program of instruction, based upon sound educational principles, offers every student the opportunity to progress at his/her own rate of accomplishment in an atmosphere that is conducive to learning.

If you have questions about your child's progress, at any time during the school year, please contact the school and arrange a conference with the teacher or building principal.

Troy School District

PLEASE KEEP THE ENCLOSED REPORT AND  
RETURN THE ENVELOPE TO SCHOOL

PARENT(S) SIGNATURE:

First Marking Period \_\_\_\_\_

Second Marking Period \_\_\_\_\_

Third Marking Period \_\_\_\_\_

YOUR PUBLIC SCHOOLS...  
THERE'S NO BETTER PLACE TO LEARN.

**Troy School District  
Elementary Report Cards  
Bid 9573**

<u>Description</u>	A-1 Business Products	Arbor Oakland Group	Printing Systems Inc.	Metropolitan Publishing		Gemini Forms	Staples
				No Perf	with Perf		
Developmental Kindergarten	\$ 126.00	\$ 288.00	\$ 154.00	\$ 1.00	\$ 1.00	\$ 176.00	\$ 79.00
Kindergarten	261.00	315.00	363.00	520.00	702.00	487.00	499.00
First & Second Grade	599.98	460.00	967.00	1,131.46	1,983.00	1,229.00	1,529.00
Report Card Envelopes	391.60	957.00	620.00	752.00	752.00	835.00	5,558.00
Shipping	-	incl	-	-	-	80.00	-
Other Charges	-	-	-	-	-	Composition 60.00	-
	<b>\$ 1,378.58</b>	<b>\$ 2,020.00</b>	<b>\$ 2,104.00</b>	<b>\$ 2,404.46</b>	<b>\$ 3,438.00</b>	<b>\$ 2,867.00</b>	<b>\$ 7,665.00</b>

Atlantic Press Ink: No Response  
 Best Impressions: No Response  
 Office Express: No Response  
 J & M Reproductions: No Response