

**Palo Alto Unified  
GRADE KN  
PROGRESS REPORT  
2022-2023**

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Student: \_\_\_\_\_  
Student ID: \_\_\_\_\_  
Homeroom: \_\_\_\_\_  
School: \_\_\_\_\_

**Attendance Summary By Term:**

T1		T2		T3		Total	
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy
0	0	0	0	0	0	0	0

**Academic Performance Level for Progress Levels**

Name	Area of strength	Progressing	Area of concern	Exceeded standard	Met standard	Did not meet standard	Not taught or not assessed
Score	S	P	C	X	M	N	NA

**Academic Performance Level for SEL Progress Levels**

Name	Area of strength	Progressing	Area of concern	Not taught or not assessed
Score	S	P	C	NA

**Purpose:**

The purpose of this progress report is to communicate students' social-emotional learning and academic progress based on PAUSD expectations and as informed by the Common Core State Standards. It highlights current performance levels, student strengths, and areas for continued growth.

**ELEMENTARY SCHOOL STANDARDS**

	Term		
	T1	T2	T3
<b>COMMENTS</b>			
Comments			
<b>SOCIAL-EMOTIONAL LEARNING CONTINUUM</b>			
<b>SELF-MANAGEMENT</b>			
Expresses emotions constructively in interactions with others			
Finishes tasks within a given time			
Attempts tasks with support and seeks help when needed			
Attempts new experiences			
Continues to try when task is challenging			
<b>SELF-AWARENESS</b>			
Identifies personal interests			
Demonstrates personal best effort			
Identifies personal actions			
<b>SOCIAL AWARENESS</b>			
Accepts that others can have likes and dislikes different from one's own			
Understands and follows classroom routines and procedures			
Forms friendships through play and group activities			

**ELEMENTARY SCHOOL STANDARDS**

	Term		
	T1	T2	T3
<b>RELATIONSHIP SKILLS</b>			
Appropriately initiates and joins conversations			
Demonstrates cooperation in play			
Uses words to resolve conflicts with peers			
<b>SOCIAL AND EMOTIONAL LEARNING COMMENTS</b>			
Social and Emotional Learning Comments			
<b>READING</b>			
<b>KEY IDEAS/DETAILS</b>			
With assistance, names the main topic of a text and retells familiar stories using details about characters, setting, and major events			
<b>CRAFT/STRUCTURE</b>			
Recognizes types of text (e.g., informational, fictional, and poetry) and identifies author, illustrator, and parts of a book			
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>			
With assistance, compares and contrasts similar texts			
<b>FOUNDATIONAL SKILLS</b>			
Names letters			
Produces letter sounds			
Applies multiple strategies (e.g., sounding out, using first-letter sound, picture clues, and sentence meaning) to read grade-level words and to understand the text			

ELEMENTARY SCHOOL STANDARDS			
	Term		
	T1	T2	T3
<b>RANGE OF READING</b>			
Participates in group reading using a variety of texts			
<b>WRITING</b>			
<b>TYPES AND PURPOSES</b>			
Uses a combination of drawing, dictating, and writing to compose a narrative			
Uses a combination of drawing, dictating and writing for informational text			
Uses a combination of drawing, dictating, and writing for an opinion piece			
<b>PRODUCTION AND DISTRIBUTION</b>			
Explores a variety of digital tools to produce and publish			
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>			
Participates in teacher-led research and writing projects			
<b>LISTENING/SPEAKING</b>			
<b>COMPREHENSION AND COLLABORATION</b>			
Responds appropriately in small and large-group conversations			
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>			
Speaks audibly and expresses thoughts, feelings, and ideas clearly			
<b>LANGUAGE</b>			
<b>CONVENTIONS OF STANDARD ENGLISH</b>			
Speaks using grade-appropriate grammar and writes using grade-appropriate conventions, grammar, and spelling			
<b>VOCABULARY ACQUISITION AND USE</b>			
Determines the meaning of new, unknown, and multiple-meaning words			
<b>ENGLISH LANGUAGE ARTS COMMENTS</b>			
English Language Arts Comments			
<b>MATHEMATICS</b>			
<b>COUNTING AND CARDINALITY</b>			
Identifies numbers			
Counts to 100 by ones			
Counts to 100 by tens			
Counts and compares (more than, less than) to tell the number of objects in a group			
<b>OPERATIONS AND ALGEBRAIC THINKING</b>			
Understands addition as putting together and adding to			
Understands subtraction as taking apart and taking from			
<b>GEOMETRY</b>			
Identifies and describes two- and three-dimensional shapes			
<b>NUMBER AND OPERATIONS IN BASE 10</b>			
Works with numbers between zero and 20 to understand place value (e.g., 18 is made up of 1 group of ten and 8 ones $18 = 10 + 8$ )			
<b>MATH PRACTICES</b>			
Makes sense of problems and perseveres in solving them: students begin to build the understanding that mathematics involves solving problems using concrete objects and/or pictures			

ELEMENTARY SCHOOL STANDARDS			
	Term		
	T1	T2	T3
Constructs viable arguments and critiques the reasoning of others: students begin to develop their mathematical communication skills by explaining their own thinking and asking questions in discussions			
Uses appropriate tools strategically: when solving a problem, students begin to consider the available tools (e.g., objects and drawings)			
Attends to precision: students begin to accurately calculate, measure, and communicate with precise math language			
<b>MATHEMATICS COMMENTS</b>			
Mathematics Comments			
<b>SCIENCE</b>			
<b>CONTENT</b>			
Demonstrates an understanding of content and concepts in physical science			
Demonstrates an understanding of content and concepts in earth science			
Demonstrates an understanding of content and concepts in life science			
<b>PROCESS SKILLS</b>			
Observes common objects by using the five senses			
Communicates observations orally and through drawings			
Compares and sorts common objects by one physical attribute			
<b>SCIENCE COMMENTS</b>			
Science Comments			