# Strong Elementary School

820 Marion Ave
Plantsville, CT 06479
Phone: 860-628-3314

## *MISSION STATEMENT*

***Students engage in a range of educational experiences to become informed, adaptive problem solvers who effectively communicate, rise to challenges, and are committed to improve themselves and their communities.***

***Parent Handbook: https://shorturl.at/hmFO9***

**PROGRESS REPORT 2023-2024 12/06/2023 GRADE K**

| STUDENT NAME | | | CT SASID |
|---|---|---|---|
| | T1 | T2 | T3 |
| DAYS ABSENT | 0 | 0 | 0 |
| DAYS TARDY | 0 | 0 | 0 |
| **Frequent absences/tardies/early dismissals adversely** affect progress due to loss of instruction (Y or N) | | | |
| TEACHER: | | | |

## ACADEMIC STANDARDS INDICATORS

4 - Consistently and independently exceeds grade level standards
3 - Demonstrates competence in meeting grade level standards while working independently with concepts and skills.
2 - Progressing as expected towards grade level standards.
1 - Demonstrates minimal progress and/or understanding toward grade level standards and may require significant academic support.
NA - Not assessed at this time

## EFFORT

Y = YES I = INCONSISTENT N = NO

- Demonstrates a positive attitude and willingness to participate in each content area
- Works as a collaborative partner by actively listening to peers, following directions, and demonstrating self-control
- Contributes to the learning community by participating during instruction
- Is a self-directed learner/accepts responsibility for actions
- Organizes work materials, presents work neatly, and checks work for accuracy
- Accepts constructive feedback
- Communicates to others by sharing needs and feelings

## Academic Habits

| Y=YES I=INCONSISTENT N=NO | T1 | T2 | T3 |
|---|---|---|---|
| Comes prepared to work | | | |
| Follows directions | | | |
| Uses class time effectively | | | |
| Participates in learning activities | | | |
| Seeks help when needed | | | |
| Demonstrates organizational skills | | | |
| Completes work | | | |
| Uses legible handwriting (manuscript or cursive) | | | |

## Behavior Learning Community

| Y=YES I=INCONSISTENT N=NO | T1 | T2 | T3 |
|---|---|---|---|
| Follows school and classroom rules | | | |
| Respects rights and property of others | | | |
| Resolves conflict appropriately | | | |
| Works cooperatively with others | | | |
| Practices self control | | | |
| Consistently completes homework (Y or N) | | | |

## Reading and Responding

| Reading for Literature and Information | T1 | T2 | T3 |
|---|---|---|---|
| Effort-Reading for Literature and Information | | | |
| With prompting asks and answers questions about key details in a text. | | | |
| With prompting and support retells key details in a text. | | | |
| With prompting asks and answers questions about unknown words. | | | |
| With prompting, compares and contrasts texts. | | | |
| Reads and comprehends grade level texts. | | | |
| **Reading Foundatonal Skills** | **T1** | **T2** | **T3** |
| Effort-Foundational Skills | | | |
| Demonstrates understanding of the organization and basic features of print. | | | |
| Demonstrates understanding of spoken words, syllables, and sounds by blending and segmenting CVC words. | | | |
| Demonstrates understanding of spoken words, syllables, and sounds by manipulating sounds in CVC words. | | | |
| Knows and applies grade-level phonics and word analysis skills in decoding words. | | | |
| Knows and applies letter-sound correspondence. | | | |
| Recognizes and reads grade-level high frequency words. | | | |

## Writing Listening and Speaking

| Writing Skills | T1 | T2 | T3 |
|---|---|---|---|
| Effort-Writing | | | |
| Writes for a range of tasks, purposes, and audiences using a combination of drawing, dictating, and writing. | | | |
| With guidance and support, respond to questions and suggestions and add details to strengthen writing. | | | |
| With guidance and support, recalls information from experiences or gather information from provided sources to answer a question. | | | |
| **Listening and Speaking Skills** | **T1** | **T2** | **T3** |
| Effort-Listening and Speaking | | | |
| Uses speaking and listening skills to comprehend and collaborate with others. | | | |
| Uses speaking and listening skills to present knowledge and ideas. | | | |
| **Language Skills** | **T1** | **T2** | **T3** |
| Effort-Language Skills | | | |
| Prints upper and lower case letters. | | | |
| Spells grade level high-frequency words accurately. | | | |
| Understands and uses question words (who, what, when, where, why, how). | | | |
| Shares ideas and responds to questions using complete sentences when writing and speaking. | | | |
| Capitalizes the first word in a sentence and the pronoun I and recognizes end punctuation. | | | |
| Spells simple words phonetically by writing a letter or letters for most consonant and short-vowel sounds. | | | |
| Identifies new meanings for familiar words and apply them accurately. | | | |
| Uses words and phrases acquired through conversations, reading, and being read to, and responds to texts. | | | |

## TEACHER YEAR END SUMMARY COMMENT

SAMPLE

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**PROGRESS REPORT 2023-2024** **12/06/2023** **GRADE K**

| STUDENT NAME | CT SASID |
|---|---|
| | |

| Mathematics | T1 | T2 | T3 |
|---|---|---|---|
| Mathematics Effort | | | |
| **Counting & Cardinality** | | | |
| Knows number names and the counting sequence by ones and tens to 100. | | | |
| Writes numbers from 0 to 20. | | | |
| Counts to tell the number of objects to 20. | | | |
| Compares numbers and sets of objects to ten to determine more, less, or equal. | | | |
| **Operations and Algebraic Thinking** | | | |
| Represents and solves addition within ten using objects and drawings (put together/add to) | | | |
| Represents and solves subtraction within ten using objects and drawings (take apart/take from). | | | |
| Fluently adds and subtracts within 5 | | | |
| **Number and Operations in Base Ten** | | | |
| Works with numbers 11-19 to gain understanding of place value (tens/ones). | | | |
| **Measurement and Data** | | | |
| Describes and compares measurable attributes (length, weight). | | | |
| Classifies, sorts, and counts the number of objects in a category. | | | |
| **Geometry** | | | |
| Identifies and describes 2D and 3D shapes based on their attributes. | | | |
| Analyzes, compares, creates, and composes 2D and 3D shapes. | | | |

| Science | T1 | T2 | T3 |
|---|---|---|---|
| Science Effort | | | |
| **Physical Science** | | | |
| Understands the effect of sunlight on an Earth's surface in order to design and build a structure to reduce the effects of sunlight on an area. | | | |
| Understands the effects of different strengths or different directions of pushes and pulls on the motion of an object. | | | |
| **Life Science** | | | |
| Develops an understanding of what plants and animals (including humans) need to survive. | | | |
| **Earth and Space Sciences** | | | |
| Understand patterns and variations in local weather and the purpose of weather forecasting to prepare for and respond to severe weather. | | | |
| Understand the relationship between the needs of plants and animals (including humans) and where they live, as well as how they can change their environment to meet their needs. | | | |
| **Engineering** | | | |
| Plans, compares, and test solutions to determine the best way to solve a defined problem. | | | |

| Library Media | | | |
|---|---|---|---|
| **TEACHER:** | **T1** | **T2** | **T3** |
| Effort in Library Media | | | |
| I use technology to set goals, work toward achieving them, and demonstrate my learning. | | | |
| I understand the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world. | | | |
| I critically select, evaluate, and synthesize digital resources into a collection that reflects my learning and builds my knowledge. | | | |
| I solve problems by creating new and imaginative solutions using a variety of digital tools. | | | |

| ART | | | |
|---|---|---|---|
| **TEACHER:** | **T1** | **T2** | **T3** |
| Art Effort | | | |
| Students will experiment with various media techniques to develop art making skills. | | | |
| Students will engage in art making skills to strengthen their ability to refine works of art. | | | |
| Students will make connections between art and their lives, and will use those experiences as inspiration for works of art. | | | |

| PHYSICAL EDUCATION | | | |
|---|---|---|---|
| **TEACHER:** | **T1** | **T2** | **T3** |
| Physical Education Effort | | | |
| Demonstrates proficiency in grade level manipulative/non-manipulative skills | | | |
| Demonstrates competency in motor skills | | | |

| HEALTH | T1 | T2 | T3 |
|---|---|---|---|
| Health Effort | | | |
| Comprehends concepts related to health promotion and disease prevention | | | |
| Demonstrates the ability to use decision-making skills to enhance health | | | |

| MUSIC | | | |
|---|---|---|---|
| **TEACHER:** | **T1** | **T2** | **T3** |
| Music Effort | | | |
| **Melody** | | | |
| Sings with 'head voice' | | | |
| Sings songs with limited range in tune | | | |
| **Rhythm** | | | |
| Demonstrates steady beat in songs and rhymes | | | |
| **Concepts** | | | |
| Identifies contrasts such as high/low, fast/slow, soft/loud | | | |

SCRIPT