

**Samuel Tucker Elementary School (333)**

435 Ferdinand Day Drive  
Alexandria, VA 22304  
Phone: 703-933-6300  
Principal: Adaarema S. Kelly

| STUDENT NO.                  | STUDENT NAME |    |    |    | GRADE |
|------------------------------|--------------|----|----|----|-------|
|                              |              |    |    |    | KG    |
|                              | Q1           | Q2 | Q3 | Q4 | FINAL |
| DAYS ABSENT                  | 0            | 0  | 0  | 0  | 0     |
| TIMES TARDY                  | 0            | 0  | 0  | 0  | 0     |
| HOMEROOM TEACHER: [REDACTED] |              |    |    |    |       |

**Academic Area Scoring Rubric:**

- M - Meets the standard consistently and over time
- P - Progressing toward meeting the standard
- B - Beginning to demonstrate progress toward meeting the standard
- N - Not demonstrating understanding of the standard
- INA - Standard has been introduced but not assessed

**Note:**

First quarter academic grades are not given. Progress is noted in the teacher comments provided.

| English Language Arts  | Q1 | Q2 | Q3 | Q4 |
|--|----|----|----|----|
| <b>Phonemic Awareness</b>  |    |    |    |    |
| Segments and blends phonemes (sounds) within words   |    |    |    |    |
| <b>Phonics, Reading &amp; Spelling</b>   |    |    |    |    |
| Identifies letters and produces common letter- sound correspondences                               |    |    |    |    |
| Utilizes knowledge of phonetics (letter-sound correspondences) to decode words                     |    |    |    |    |
| Applies knowledge of phonetics (letter-sound correspondences) to spell words                       |    |    |    |    |
| <b>Written &amp; Oral Communication</b>  |    |    |    |    |
| Legibly prints capital and lowercase letters   |    |    |    |    |
| Composes and transcribes a complete sentence using current knowledge of letter-sound relationships |    |    |    |    |
| Utilizes effective oral communication skills in classroom discussions and interactions             |    |    |    |    |
| <b>Language Comprehension</b>  |    |    |    |    |
| Builds knowledge and vocabulary by reading and listening to a variety of texts                     |    |    |    |    |

|   | Q1 | Q2 | Q3 | Q4 |
|---|----|----|----|----|
| <b>Social &amp; Emotional Development</b>               |    |    |    |    |
| Demonstrates kindness and good manners                  |    |    |    |    |
| Accepts responsibility for own choices/actions          |    |    |    |    |
| Controls/expresses emotions/feelings in acceptable ways |    |    |    |    |
| Handles change and transitions with ease                |    |    |    |    |
| Demonstrates age-appropriate attention span             |    |    |    |    |
| Listens when others speak                               |    |    |    |    |
| Follows classroom and school rules                      |    |    |    |    |
| <b>Work Habits</b>                                      |    |    |    |    |
| Follows directions                                      |    |    |    |    |
| Works independently                                     |    |    |    |    |
| Puts forth best effort                                  |    |    |    |    |
| Completes tasks within a given time frame               |    |    |    |    |
| Works cooperatively in a group setting                  |    |    |    |    |

|   | Q1 | Q2 | Q3 | Q4 |
|---|----|----|----|----|
| <b>Science</b>  |    |    |    |    |
| Describes the physical properties of objects, including color, shape, size, and texture |    |    |    |    |
| Identifies patterns in daily life and describes changes that occur over time            |    |    |    |    |
| Begins to understand that the five senses help humans explore/learn about the world     |    |    |    |    |
| Investigates how pushes and pulls can change the direction of an object's motion        |    |    |    |    |
| Investigates and understands living and non-living things, including plants and animals |    |    |    |    |
| Explores and investigates that shadows occur when light is blocked                      |    |    |    |    |
| Understands that materials can be reduced, reused, and recycled                         |    |    |    |    |
| Understands that water has special properties and is important to daily life            |    |    |    |    |
| <b>Social Studies</b>   |    |    |    |    |
| Demonstrates good citizenship   |    |    |    |    |
| Recognizes events and people from the past  |    |    |    |    |
| Understands that people work at many jobs to earn money to buy things                   |    |    |    |    |
| Uses maps and globes to show exact and relative location                                |    |    |    |    |

| <b>ADDITIONAL REPORTS:</b>        | Q1 | Q2 | Q3 | Q4 |
|-----------------------------------|----|----|----|----|
| Interim report sent               |    |    |    |    |
| Comments attached                 |    |    |    |    |
| Supplemental report(s) attached   |    |    |    |    |
| Intervention plan (date written ) |    |    |    |    |

Health, Family Life, Career Education, Art, Music, and Physical Education are integrated within the Kindergarten curriculum. Your child receives appropriate instruction in all these areas from the classroom teacher and additional instruction in Art, Music, and Physical Education from specialists.

| <b>Mathematics</b>   | Q1 | Q2 | Q3 | Q4 |
|--|----|----|----|----|
| <b>Numbers &amp; Number Sense</b>  |    |    |    |    |
| Count groups of objects of 30 or less  |    |    |    |    |
| Count to 100 starting at any given number  |    |    |    |    |
| Count backwards from any number between 1 and 20   |    |    |    |    |
| State the number that comes after a given number from 0-30                                     |    |    |    |    |
| State the number that comes before a given number from 0-20                                    |    |    |    |    |
| Group up to 100 objects into sets of 10. Count by 10s to find the total                        |    |    |    |    |
| Read, write, and identify the numerals 0 through 30  |    |    |    |    |
| Represent a number from 0-30 using objects   |    |    |    |    |
| Identify and write the number of objects in a set of 30 or fewer                               |    |    |    |    |
| Create a group that is more than, fewer than, or the same as a given group up to 30            |    |    |    |    |
| Compare two groups of objects up to 30   |    |    |    |    |
| <b>Computation and Estimation</b>  |    |    |    |    |
| Make and break apart numbers less than or equal to 10  |    |    |    |    |
| Describe part-part-whole relationships for numbers up to 5                                     |    |    |    |    |
| Model and identify numbers that make 10  |    |    |    |    |
| Model and solve word problems using up to 10 objects   |    |    |    |    |
| <b>Patterns, Functions, and Algebra</b>  |    |    |    |    |
| Identify, describe, extend, and create simple repeating patterns                               |    |    |    |    |
| <b>Measurement and Geometry</b>  |    |    |    |    |
| Describe and analyze two objects or events using length, height, weight, volume and time       |    |    |    |    |
| Identify, name, describe and construct circles, triangles, squares and rectangles              |    |    |    |    |
| Identify examples and nonexamples of shapes  |    |    |    |    |
| Tell how two shapes are the same and different   |    |    |    |    |
| Use a calendar as a tool to measure time by describing days of the week and months of the year |    |    |    |    |
| <b>Probability and Statistics</b>  |    |    |    |    |
| Create simple object and picture graphs by sorting, classifying and describing objects         |    |    |    |    |

Teacher's Signature \_\_\_\_\_