# Cherry Hill Public Schools Kindergarten Student Profile

Student_____     School Year_____     Teacher_____

| Performance Level Indicators |
| --- |
| **4:** indicates an <u>extended</u> understanding and application of the skills included in the grade level Common Core Standards for the current reporting period. |
| **3:** indicates an <u>expected</u> understanding and demonstration of the skills included in the grade level Common Core Standards for the current reporting period . |
| **2:** indicates a <u>developing</u> understanding and demonstration of the skills included in grade level Common Core Standards for the current reporting period. |
| **1:** indicates a <u>minimal</u> understanding and demonstration of the skills included in the grade level Common Core Standards for the current reporting period. |
| **ID:** insufficient data, no grade recorded |
| **NA:** not assessed |

| Mathematics | 1st | 2nd | 3rd |
| --- | --- | --- | --- |
| **Counting and Cardinality** | | | |
| Number Names and Sequence | | | |
| Counting Objects | | | |
| Compare Numbers | | | |
| **Operations and Algebraic Thinking** | | | |
| Representation | | | |
| Word Problems | | | |
| Decomposing | | | |
| Making Ten | | | |
| Addition and Subtraction | | | |
| **Number and Operations in Base 10** | | | |
| Place Value Foundations | | | |
| **Measurement and Data** | | | |
| Compare Attributes | | | |
| Classify, Count, and Sort | | | |
| **Geometry** | | | |
| Identify and Describe Shapes | | | |
| Analyze, Compare, Create, Compose | | | |

| English Language Arts | 1st | 2nd | 3rd |
| --- | --- | --- | --- |
| **Reading: Foundational Skills** | | | |
| Print concepts | | | |
| Phonological Awareness | | | |
| Phonics and Word Recognition | | | |
| Fluency | | | |
| **Reading: Literature** | | | |
| Key Ideas and Details | | | |
| Craft and Structure | | | |
| Integration of Knowledge and Ideas | | | |
| Range and Level of Complexity | | | |
| **Reading: Informational Text** | | | |
| Key Ideas and Details | | | |
| Craft and Structure | | | |
| Integration of Knowledge and Ideas | | | |
| Range and Level of Complexity | | | |
| **English Language Arts** | | | |
| **Writing** | | | |
| Types and Purposes | | | |
| Production and Distribution | | | |
| Research to Build and Present Knowledge | | | |
| **English Language Arts** | | | |
| **Speaking and Listening** | | | |
| Comprehension and Collaboration | | | |
| Presentation of Knowledge and Ideas | | | |
| **English Language Arts** | | | |
| **Language Standards** | | | |
| Conventions of Standard English | | | |
| Vocabulary Acquisition and Use | | | |