Reading

- **Foundational Skills**
    - Produce letter / sound associations
    - Read common high frequency words
    - Recognize and name upper and lower case
    - Recognize and produce rhyming words
- **Reading**
    - Ask and answer questions
    - Identify characters, setting and major events
    - Identify the main idea of a nonfiction text
    - Read emergent text with purpose
    - Retell stories

Writing

- **Speaking and Listening**
    - Ask and answer questions related to a speaker
    - Engage in conversations about a topic
- **Writing / Language**
    - Draw and write a narrative
    - Draw and write and informative piece
    - Draw and write an opinion piece
    - Form letters correctly
    - Use phonetic sounds for temporary spelling in words and sentences
    - Writing / Language effort

Mathematics

- **Geometry**
    - Compare and contrast 2 and 3-dimensional shapes
    - Name 2-dimensional shapes: square, circle, triangle, rectangle, hexagon
    - Name 3-dimensional shapes: cube, cone, sphere, cylinder
- **Measurement and Data**
    - Classify objects into categories
    - Compare and describe measurable attributes
- **Number sense**
    - Compare quantities as great than, equal to
    - Count forward from a given number
    - Count to 100 by ones
    - Count to 100 by tens
    - Identify, write and visually represent numbers 0 to 20
- **Operations and Algebraic Thinking**

- Demonstrate addition within 10
- Demonstrate subtraction within 10
- Fluently add and subtract within 5
- Solve word problems to 10

Independent Learner:

- Organize self and materials
- Use time wisely to produce quality work
- Complete assigned work in a timely manner
- Use strategies to solve problems
- Use technology effectively
- Seek help or resources when needed

Respectful Learner:

- Respect other people's rights, feelings, and property
- Listen attentively and follow directions
- Accept responsibility for own behavior
- Exercise self-control
- Follow school and classroom expectations

Best practices

- Read at home for 20 minutes each night
- Practice math facts regularly
- Attend school regularly and arrive on time
- Come to school prepared to learn
- Come to school prepared to learn

SPEAKING AND LISTENING

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Participate in collaborative in conversations about a topic	Connects the topic to personal experiences or other subjects. Asks critical questions and encourages peers to speak.	Stays on topic for multiple turns. Listens actively and responds appropriately to what peers say.	Requires teacher prompts, sentence starters, or visual cues to stay on topic, take turns, or respond to a peer.	Requires continuous direct adult prompting to speak or listen. Struggles significantly to stay on topic or interact with peers.	No evidence obtained
Ask and answer questions in order to seek help and get information or clarify something that is not understood.	Your child is an exceptional critical thinker. When they are confused, they figure out exactly what they need to know, connect it to outside knowledge, and confidently help classmates understand things, too.	Your child successfully meets this goal. When they need help or don't understand something, they independently ask a clear question. They also listen and accurately answer questions from others.	Your child is very close to the goal. They know when they need help but often need a little guidance, a question stem, or a reminder from me to speak up and state what they need.	Your child is just starting to learn this skill. When they are stuck or confused, they need lots of teacher support, modeling, and direct encouragement to speak up and ask for assistance.	No evidence obtained
Express thoughts, ideas, and feelings clearly.	Your child communicates with incredible depth. They don't just say how they feel; they explain why using advanced words, and they connect their ideas to books we've read or real-world experiences.	Your child successfully meets this goal. They can easily tell teachers and friends what they are thinking, sharing ideas, or feeling, using clear words and full sentences without needing help.	Your child is very close to the goal. They have great ideas and feelings to share, but they sometimes need a gentle reminder, a picture chart, or a starting phrase from me to express them clearly.	Your child is just starting to learn this skill. When trying to share an idea or an emotion, they need a lot of teacher support, comfort, and direct modeling to turn those feelings into clear words.	No evidence obtained

WRITING AND LANGUAGE

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Use a combination of drawing, dictating and writing to compose a writing piece (narrative, opinion, informative)	Your child is an exceptional author and illustrator. They write multi-page stories, connect their topics to real-world facts, and use advanced details like labels, diagrams, or deep reasoning to make their meaning clear.	Your child successfully meets this goal. They can create a complete writing piece using a mix of detailed drawings, phonetically spelled words, and dictation to clearly share a story, opinion, or information.	Your child is very close to the goal. They draw great pictures and love to share ideas, but they need a little teacher support, templates, or reminders to write down their letters or match their words to their drawing.	Your child is just starting to learn this skill. They need a lot of teacher support, modeling, and physical guidance to connect their thoughts to paper, practice making shapes/letters, and say what they want their piece to be about.	No evidence obtained
Form letters and numbers correctly	Your child has exceptional handwriting and spatial skills. They write all letters and numbers perfectly using the right strokes. They also automatically apply this skill to neatly organize their math equations and writing stories without being asked.	Your child successfully meets this goal. They can independently write both uppercase and lowercase letters, as well as numbers, using the correct stroke paths and orientation with very few mistakes.	Your child is very close to the goal. They know what the letters and numbers look like, but they still need tracing lines, adult reminders, or specific handwriting charts to help them write them from top to bottom without reversing them.	Your child is just starting to learn this skill. They are still building the hand strength and muscle memory needed to hold a pencil and trace shapes. They need a lot of step-by-step teacher support and specialized practice to start making letters and numbers.	No evidence obtained

WRITING AND LANGUAGE

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Spell simple words phonetically drawing on knowledge of sound-letter relationships.	Your child is an exceptional phonetic speller. They don't just spell basic 3-letter words; they try to sound out big, complex words using advanced letter patterns they see in books or science lessons.	Your child successfully meets this goal. They can independently listen to a simple word (like cat or hop), break down the sounds, and write down the correct letter for the beginning, middle, and end.	Your child is very close to the goal. They are great at writing the first and last letters of a word, but they still need a little help, word charts, or teacher prompts to hear and write down the tricky middle vowel sounds.	Your child is just starting to learn this skill. They are still learning which letters make which sounds. They need a lot of teacher support, alphabet games, and direct guidance to match a single sound to a letter.	No evidence obtained
Begin to use conventions of Standard English grammar (capitalization, punctuation, spacing)	Your child uses advanced writing mechanics. They don't just remember capital letters and periods; they look over their own sentences to make sure they make sense, and they beautifully organize their writing across all subjects.	Your child successfully meets this goal. They can write a sentence that starts with a capital letter, ends with a period, and has clear spaces between the words without needing a teacher to remind them.	Your child is very close to the goal. They know that sentences need capitals, spaces, and periods, but they still need a finger-spacer tool, a special checklist, or a gentle reminder from me to include them all.	Your child is just starting to learn this skill. They are learning that letters group together to make words and that we read from left to right. They need a lot of teacher support to practice putting spaces between words and making neat lines.	No evidence obtained

READING - FOUNDATIONAL SKILLS

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Follow words from left to right, top to bottom, and page by page	Your child is an exceptional, independent reader. They follow text perfectly and notice advanced features like speech bubbles, labels, or titles. They easily use these tracking rules across all types of books, including science and math materials.	Your child successfully meets this goal. When looking at a book, they independently point to the words from left to right, move down to the next line correctly, and turn the pages one by one in the right order.	Your child is very close to the goal. They know books go from left to right, but they sometimes get lost on a page, skip lines, or turn pages too quickly. They do much better when using a pointer tool or getting a gentle reminder from me.	Your child is just starting to learn this skill. We are working on the very basics of how books work, like showing them the front cover, tracking words with my finger, and practicing turning pages one at a time.	No evidence obtained
Recognize and name upper case letters	Your child has exceptional letter mastery. They name every uppercase letter instantly, notice the shapes that make them up, and can easily spot and name letters in different fonts on signs, computers, and books outside the classroom.	Your child successfully meets this goal. They can independently look at any uppercase letter from A to Z and correctly tell you its name right away, without needing hints or pictures.	Your child is very close to the goal. They know most of their big letters but sometimes mix up letters that look alike (like M and W). They do much better when singing the ABC song or using an alphabet chart with picture clues.	Your child is just starting to learn this skill. They are working on identifying the first few letters of the alphabet, like the letters in their own name. They need lots of hands-on games and direct teacher support to practice.	No evidence obtained
Recognize and name lower case letters	Your child has exceptional letter mastery. They name every small letter instantly, tell tricky shapes apart, and easily match small letters to big letters on computers, signs, and books outside the classroom.	Your child successfully meets this goal. They can independently look at any lowercase letter from a to z and correctly tell you its name right away, without needing hints or pictures.	Your child is very close to the goal. They know most of their small letters but sometimes mix up letters that look alike (like b and d). They do much better when singing the ABC song or using an alphabet chart with picture clues.	Your child is just starting to learn this skill. They are working on identifying the first few small letters of the alphabet, like the letters in their own name. They need lots of hands-on games and direct teacher support to practice.	No evidence obtained

READING - FOUNDATIONAL SKILLS

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Recognize and produce rhyming words	Your child is an exceptional rhyme explorer. They don't just find simple rhymes; they can create long chains of rhyming words and easily spot rhyming patterns in poetry books, science songs, and stories outside the classroom.	Your child successfully meets this goal. When given two words (like cat and hat), they can independently tell you that they rhyme. They can also easily think of a new word that rhymes when you give them a word to start with.	Your child is very close to the goal. They are good at choosing which words rhyme when they hear them in a matching game, but they still need a little help, picture clues, or teacher reminders to think of a brand-new rhyming word on their own.	Your child is just starting to learn this skill. They are still learning how to listen to the very end of a word to hear if the sounds match. They need a lot of teacher support, clapping games, and direct practice to start hearing rhymes.	No evidence obtained
Produce letter/sounds associations (trimester 1)	Your child is soaring past our Trimester 1 goals. They know all the sounds for this trimester's letters instantly and are already figuring out sounds for new letters. They love pointing out letter sounds on signs, in science books, and in words all around them.	Your child successfully meets the Trimester 1 goal. When shown any of the letters we have learned so far this year, they can independently and correctly tell you the exact sound that letter makes without needing hints.	Your child is very close to the goal. They know several of our Trimester 1 letter sounds, but they still get a few mixed up. They do much better when they can look at our classroom alphabet chart or use a picture clue to help them remember.	Your child is just starting to learn this skill. They are working hard to connect the shape of a letter to the sound it makes. They need a lot of hands-on practice, repetitive sound games, and direct teacher support to build this skill.	No evidence obtained

READING - FOUNDATIONAL SKILLS

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Blending and segmenting (putting sounds together and breaking sounds apart)	Your child is an exceptional sound explorer. They don't just work with short 3-letter words; they can independently break apart and put together big, tricky words. They automatically use this skill to read and write words in science books and math problems.	Your child successfully meets this goal. They can easily listen to three sounds and push them together to make a word. They can also listen to a short word (like hop) and tell you all the single sounds inside it without any help.	Your child is very close to the goal. They understand the idea of breaking apart and putting together words, but they still need to use physical tools—like tapping their fingers, clapping, or using sound chips—or get a little help from me to do it correctly.	Your child is just starting to learn this skill. They are still learning how to hear single sounds hidden inside a spoken word. They need a lot of teacher support, playful music, and direct modeling to start practicing this skill.	No evidence obtained

READING - FOUNDATIONAL SKILLS

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Recognize and read grade-appropriate irregularly spelled words (high-frequency words)	Your child is soaring past our sight word goals. They read all Kindergarten high-frequency words instantly and are already learning advanced words. They love spotting and reading these words in science books, news articles, and signs all around them.	Your child successfully meets this goal. When shown our grade-level high-frequency words on flashcards or in a story, they can independently and correctly read them right away without needing to guess or sound them out.	Your child is very close to the goal. They know many of our high-frequency words, but they still get a few visual look-alikes mixed up. They do much better when reading the words inside a sentence or when using a classroom word wall for help.	Your child is just starting to learn this skill. They are working hard to memorize our very first high-frequency words (like I, am, the). They need a lot of teacher support, interactive word games, and repetitive practice to remember them.	No evidence obtained

READING

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Identify characters and setting	Your child is an exceptional story analyst. They don't just name who is in the story and where it happens; they explain why the setting matters and how characters feel. They love connecting story elements to real life and other science or history topics we study.	Your child successfully meets this goal. After listening to or reading a story, they can independently and correctly tell you exactly who was in the story (the characters) and where the story took place (the setting) without needing clues.	Your child is very close to the goal. They can name characters and settings, but they sometimes get the words mixed up or need to look back at the pictures or use a story chart with me to help them remember.	Your child is just starting to learn this skill. We are working on the very basics of storytelling, like pointing to a picture and learning that the animal is a "character" and the forest is the "setting." They need a lot of teacher support and guided reading games to practice.	No evidence obtained
Identify main ideas / key details	Your child is an exceptional critical thinker. They don't just state what a book is about; they explain why the facts are important. They beautifully connect a book's main message to other school subjects and real-world experiences outside the classroom.	Your child successfully meets this goal. After listening to or reading an informational book, they can independently tell you the big topic the book is about and share a few accurate facts or details that support it without needing hints.	Your child is very close to the goal. They can share neat facts from a book, but they sometimes get distracted by one funny picture or small detail instead of looking at the big picture. They do much better when we use a story map or a sorting chart together.	Your child is just starting to learn this skill. We are working on looking at a book's cover and pages to figure out the general topic (like "sharks" or "space"). They need a lot of direct teacher support, pointing to pictures, and guided practice to spot basic facts.	No evidence obtained

READING

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Understand the sequence of events in a given text	Your child is an exceptional structural thinker. They don't just tell what happened first, next, and last; they explain why the order matters. They love connecting a story's timeline to real-world things like science life cycles or daily schedules outside of school.	Your child successfully meets this goal. After listening to or reading a story, they can independently tell you exactly what happened at the beginning, middle, and end. They use clear sequencing words like first, next, and last all on their own.	Your child is very close to the goal. They can remember the fun parts of a story, but they sometimes mix up the order or skip the middle. They do much better when using picture cards or a sequencing chart with me to map out the events.	Your child is just starting to learn this skill. We are working on the basic concept that stories have a beginning and an end. They need a lot of teacher support, interactive puppet play, and physical pictures to see how a story builds from start to finish.	No evidence obtained
Differentiate between an author and an illustrator	Your child is an exceptional media analyst. They don't just name the two jobs; they explain how the writer and the artist work as a team to make a great book. They automatically notice these roles when looking at science posters, websites, or when making their own books.	Your child successfully meets this goal. When you show them a book, they can independently point to the cover and tell you exactly what the author does (writes the words) and what the illustrator does (draws the pictures) all by themselves.	Your child is very close to the goal. They know books have writers and artists, but they sometimes mix up the words "author" and "illustrator." They do much better when we use our classroom job chart or a quick verbal reminder.	Your child is just starting to learn this skill. We are working on the very basic idea that real people write the words and draw the pictures in our favorite stories. They need a lot of teacher support, read-aloud games, and direct pointing to practice.	No evidence obtained

MATHEMATICS - COUNTING AND CARDINALITY

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Compare quantities as great than, less than, equal to	Your child is an exceptional mathematical thinker. They don't just point out which group has more; they explain how many more or how they know. They beautifully connect comparing numbers to sorting objects in science and real-life tasks like sharing snacks fairly.	Your child successfully meets this goal. When given two groups of items, they can independently count them, match them up, and correctly tell you which group is "greater than," "less than," or if they are "equal."	Your child is very close to the goal. They understand the idea of "more" and "less," but they sometimes get mixed up when the numbers are close together. They do much better when they can draw connecting lines between the objects or use a math grid with me.	Your child is just starting to learn this skill. They are working on counting small groups of things and learning what the words "more" and "less" mean. They need a lot of teacher support, interactive games, and hands-on toys to practice.	No evidence obtained
Count forward from a given number	Your child has exceptional number flexibility. They don't just count forward from standard numbers; they can jump into counting from big numbers instantly. They naturally use this skill to quickly solve addition problems, track data in science, and calculate real-world values.	Your child successfully meets this goal. If you tell them to start counting forward from a number like 7 or 12, they can independently jump right in and keep counting accurately without having to start over at 1.	Your child is very close to the goal. They know the counting order well, but when asked to start from the middle, they often need to whisper count from 1 first to get their momentum. They do much better when looking at a classroom number line.	Your child is just starting to learn this skill. They are working hard on memorizing the basic counting order from 1 to 10. They need a lot of teacher support, clapping games, and hands-on number toys to practice jumping into the middle of a number line.	No evidence obtained

MATHEMATICS - COUNTING AND CARDINALITY

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Count to 100 by ones	Your child is an exceptional counting expert. They easily count way past 100 and completely understand the patterns that numbers make. They love applying their big number skills to real-world tasks like counting down calendar days or tracking long distances outside the classroom.	Your child successfully meets this goal. They can independently sit down and count all the way from 1 to 100 by ones smoothly, accurately, and without skipping any numbers or needing any help from a teacher.	Your child is very close to the goal. They can count accurately up to high numbers, but they often get stuck or lose their place when crossing into a new set of tens (like passing 49 or 59). They do much better when looking at a classroom hundreds chart.	Your child is just starting to learn this skill. They are working hard to master the early number sequence from 1 to 20. They need a lot of teacher support, interactive movement games, and catchy counting songs to build up their stamina for larger numbers.	No evidence obtained
Count to 100 by tens	Your child is an exceptional base-ten thinker. They easily count by tens way past 100 and completely understand the structural patterns of tens. They love applying this skill to count real-world items like collections of dimes, science data bars, or large supply groups.	Your child successfully meets this goal. They can independently stand up and skip-count out loud from 10 to 100 by tens smoothly, accurately, and without skipping any numbers or needing any help from a teacher.	Your child is very close to the goal. They understand the pattern of skip-counting by tens, but they sometimes get stuck or drop an interval halfway through. They do much better when looking at a highlighted hundreds chart or counting with physical ten-frame cards.	Your child is just starting to learn this skill. They are working hard to grasp the concept that a group of ten items can be counted as one unit. They need a lot of teacher support, interactive movement games, and catchy base-ten songs to begin building this pattern.	No evidence obtained

MATHEMATICS - COUNTING AND CARDINALITY

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Identify, write and visually represent numbers 1 to 20	Your child is an exceptional number expert. They easily work with numbers way past 20 and can break a number down to show you exactly how many tens and ones are hidden inside it. They love using their math skills to beautifully label science charts and organize real objects outside the classroom.	Your child successfully meets this goal. When given any number from 0 to 20, they can independently read it out loud, write it neatly down, and draw or count out a matching pile of objects all by themselves with zero help.	Your child is very close to the goal. They know their numbers well, but they still get a few tricky teen numbers mixed up or write them backward. They do much better when using a desktop number line or counting objects slowly with a sorting grid with me.	Your child is just starting to learn this skill. They are working hard to recognize and count small groups from 0 to 5. They need a lot of teacher support, interactive touch-and-count games, and physical matching cards to begin building a connection between real objects and written numbers.	No evidence obtained
Compose and decompose teen numbers	Your child is an exceptional base-ten thinker. They don't just break apart teen numbers; they can break apart larger numbers and explain exactly how tens and ones work together. They naturally apply this skill to read science charts, count up change, and solve tough math puzzles outside the classroom.	Your child successfully meets this goal. When given any teen number (11–19), they can independently show or tell you that it is made of one full group of ten and some extra ones. They can also put a ten and some ones together to build a teen number with zero help.	Your child is very close to the goal. They understand that teen numbers have a group of ten inside them, but they still need to look at a picture chart or use plastic blocks with me to break the number apart or put it together without making a counting mistake.	Your child is just starting to learn this skill. They are working on counting out groups larger than 10. They need a lot of teacher support, interactive touch-and-count games, and physical sorting trays to learn how to pack ten items together into a single group.	No evidence obtained

MATHEMATICS - OPERATIONS & ALGEBRAIC THINKING

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Demonstrate addition within 10	Your child is an exceptional mathematical problem solver. They can quickly add numbers up to 10 in their head without needing to count on their fingers. They love using their math skills to explain how numbers work together and naturally apply addition to count items or analyze data charts in science and real life.	Your child successfully meets this goal. When given an addition problem up to 10 (like \(5+3\)), they can independently draw pictures, use blocks, or use their fingers to put the groups together, find the total, and write the math equation correctly.	Your child is very close to the goal. They understand that adding means putting groups together, but they still make small counting mistakes when finding the total. They do much better when using a plastic sorting tray, a number line, or a math grid with me.	Your child is just starting to learn this skill. They are working hard on learning what "putting together" means using very small numbers (like \(1+1\) or \(2+1\)). They need a lot of teacher support, interactive touch-and-move games, and physical toys to practice.	No evidence obtained
Demonsteate subtraction within 10	Your child is an exceptional mathematical problem solver. They can quickly subtract numbers up to 10 in their head without needing to count on their fingers. They love explaining how addition and subtraction work together and naturally use subtraction to analyze science data charts or solve real-life problems.	Your child successfully meets this goal. When given a subtraction problem up to 10 (like \(7-3\)), they can independently draw pictures, use blocks, or use their fingers to take items away from a group, find the remaining total, and write the math equation correctly.	Your child is very close to the goal. They understand that subtracting means taking things away, but they still make small counting mistakes when finding how many are left. They do much better when using a plastic sorting tray, a number line, or a math grid with me.	Your child is just starting to learn this skill. They are working hard on learning what "taking away" means using very small numbers (like \(2-1\) or \(3-1\)). They need a lot of teacher support, interactive touch-and-move games, and physical toys to practice.	No evidence obtained

MATHEMATICS - OPERATIONS & ALGEBRAIC THINKING

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Fluently add and subtract within 5	Your child has exceptional mental math speed. They know all their addition and subtraction facts up to 5 instantly by heart, without needing to count or think about it. They love explaining how math facts are related and naturally use this fast mental math to solve larger puzzles in other subjects and real life.	Your child successfully meets this fluency goal. When given any addition or subtraction problem within 5 (like \(4-1\) or \(2+3\)), they can independently give you the correct answer quickly and accurately without needing to pull out blocks or draw pictures.	Your child is very close to the goal. They know how to add and subtract numbers up to 5, but they are still figuring out the answers slowly. They rely heavily on counting on their fingers one by one or using blocks, and they need more practice to build up their speed.	Your child is just starting to learn this skill. They are working hard to understand the difference between adding and taking away using very tiny numbers. They need a lot of teacher support, interactive touch-and-move games, and flashcard toys to practice.	No evidence obtained
Solve word problems to 10	Your child is an exceptional story problem solver. They don't just find the answer; they can explain exactly why they chose to add or subtract. They love connecting math stories to books we read in class, science tracking projects, and real-life situations outside school.	Your child successfully meets this goal. When they listen to a short math story problem up to 10, they can independently draw pictures or use blocks to map it out, find the correct answer, and write down the matching math equation all on their own.	Your child is very close to the goal. They enjoy listening to math stories, but they sometimes get confused by the words or make small counting mistakes when drawing their pictures. They do much better when using a plastic sorting tray or a guided math frame with me.	Your child is just starting to learn this skill. They are working hard to understand that a story can turn into a math problem. They need a lot of teacher support, interactive acting games with toys, and simple puppet stories to practice matching actions to small numbers.	No evidence obtained

MATHEMATICS - GEOMETRY

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Compare and contrast 2 and 3-dimensional shapes	Your child is an exceptional geometric thinker. They don't just name the differences between flat and solid shapes; they explain how they connect (like showing how a flat square matches the side of a solid cube). They love applying shape rules to science projects and building tasks outside the classroom.	Your child successfully meets this goal. When shown flat shapes (like a triangle) and solid shapes (like a cone), they can independently tell you how they are alike and how they are different using smart math words like flat, solid, sides, and corners.	Your child is very close to the goal. They understand that some shapes are flat and others are solid, but they still mix up the math words or confuse look-alikes (like calling a solid ball a circle). They do much better when holding the shapes in their hands or using a classroom sorting poster with me.	Your child is just starting to learn this skill. They are working hard to recognize basic shapes like circles and squares. They need a lot of teacher support, interactive building blocks, and sensory games to start seeing the difference between a flat drawing and a solid object.	No evidence obtained
Name 2-dimensional shapes: square, circle, triangel, rectangle, hexagon	Your child is an exceptional shape expert. They don't just recognize standard drawings; they instantly identify shapes when they are tilted, stretched, or hidden inside complex pictures. They love pointing out hexagons, rectangles, and triangles in real-world buildings, art projects, and science designs.	Your child successfully meets this goal. When shown a square, circle, triangle, rectangle, or hexagon, they can independently and correctly tell you its exact name right away without needing clues, hints, or adult reminders.	Your child is very close to the goal. They know most of their basic shapes, but they still get trickier ones like hexagons mixed up or confuse rectangles and squares. They do much better when looking at our classroom shape poster or counting the sides with me.	Your child is just starting to learn this skill. They are working hard to recognize the most common shapes, like circles and squares. They need a lot of teacher support, interactive shape-sorter games, and hands-on toys to practice matching shapes.	No evidence obtained

MATHEMATICS - GEOMETRY

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Name 3-dimensional shapes: cube, cone, sphere, cylinder (3rd trimester)	Your child is an exceptional 3D shape expert. They don't just name standard blocks; they instantly spot spheres, cylinders, cubes, and cones hidden in complex real-world structures. They love explaining why an engineer chose a specific solid shape for a job, linking math directly to science and building projects.	Your child successfully meets this goal. When shown a real cube, cone, sphere, or cylinder, they can independently and correctly tell you its exact math name right away without needing clues, rhymes, or adult reminders.	Your child is very close to the goal. They know these shapes are solid, but they still get the special math words mixed up or call them by flat names (like calling a solid ball a circle). They do much better when holding the shape or using our classroom shape poster with me.	Your child is just starting to learn this skill. They are working hard to recognize the difference between flat drawings and solid objects. They need a lot of teacher support, interactive building toys, and sensory games to start naming basic objects like blocks and balls.	No evidence obtained

MATHEMATICS - MEASUREMENT AND DATA

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Classify objects into categories	Your child is an exceptional organizational thinker. They don't just sort objects into standard piles; they can instantly find brand-new, clever ways to sort the exact same items. They love creating data charts and beautifully applying their sorting skills to organize science specimens or home items.	Your child successfully meets this goal. When given a mixed pile of items, they can independently sort them into clear groups, count how many are in each pile, and correctly tell you which pile has the most and which has the least without needing help.	Your child is very close to the goal. They love sorting things into piles, but they sometimes make small counting mistakes or forget how to line up the piles from biggest to smallest. They do much better when using a sorting tray or a guided math grid with me.	Your child is just starting to learn this skill. They are working hard to notice how objects are similar or different. They need a lot of teacher support, simple color-matching games, and physical toys to practice making very basic matching choices.	No evidence obtained
Compare and describe measurable attibutes (length & weight)	Your child is an exceptional measurement thinker. They don't just tell you which object is bigger; they can look at an object and explain how it can be long but light at the same time. They love using tools like balance scales to test their guesses and beautifully apply measurement rules to science experiments.	Your child successfully meets this goal. When given two items, they can independently line them up correctly to tell you which is "longer" or "shorter." They can also lift them or use a balance scale to tell you which is "heavier" or "lighter" all on their own.	Your child is very close to the goal. They know the difference between big and small things, but they still mix up their specific math words or forget to line up items evenly at the bottom. They do much better when using a measurement tracking mat or getting a gentle reminder from me.	Your child is just starting to learn this skill. They are working hard to explore how objects feel and look. They need a lot of teacher support, interactive lifting games, and hands-on toys to begin learning what words like long, short, heavy, and light mean.	No evidence obtained