



Student Name: Isabella Cabrera Chez
Grade: PK
Homeroom: De Jesus, Jackie



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

Code	Achievement Descriptors	Behavioral Descriptors
5	Meets Trimester Standard with Distinction	The student takes understandings and learning beyond trimester benchmark consistently.
4	Meets Trimester Standard	The student knows and/or is able to do trimester benchmark consistently
3	Nearly Meets Trimester Standard	The student knows and/or is able to do trimester benchmark, but not consistently
2	Below Trimester Standard	The student does not know and/or unable to do trimester benchmark, but shows beginning understandings.
1	Far Below Trimester Standard	The student does not know and/or is unable to do trimester benchmark.
--	Not Assessed This Trimester	The student was not assessed on this benchmark this trimester.
*	Based on Modified Expectations	The student was assessed based on his/her individualized educational goals.

CONDUCT

De Jesus, Jackie

T1 T2 T3

PHYSICAL DEVELOPMENT	Shows appropriate development of fine motor skills.	4		
	Shows appropriate development of gross motor skills.	4		
	Exhibits self-help and personal care skills.	4		
	Engages in a variety of physical fitness activities.	4		
Tribes® Agreements	Describes own feelings and recognizes the feelings of others.	4		
	Follows directions.	4		
	Exhibits impulse control and self-regulation.	3		
	Demonstrates attentive listening.	4		
	Engages in learning.	3		
	Engages in cooperative play activities with peers.	4		
	Respects self, others, and the environment.	4		
	Demonstrates responsibility.	4		

ENGLISH LANGUAGE ARTS

De Jesus, Jackie

Phonemic Awareness	Demonstrates phonological awareness.			
Pre-Reading Skills	Understands print concepts.	4		
	Applies phonics and word recognition skills.			
	Demonstrates emergent reading behaviors.	4		
	Understands key ideas and details.	4		
	Understands craft and structure of texts.	4		
Listening and Speaking	Tells stories in a coherent and logical manner.	4		
	Follows simple oral directions.	4		
	Speaks coherently to communicate wants and needs.	4		
	Shows effort in listening and speaking.	4		
Writing	Writes name.	3		
	Conveys ideas using drawing, dictating and writing.	4		

MATHEMATICS

De Jesus, Jackie

MATHEMATICS	Recites numbers to 20.			
	Recognizes and writes numbers 0 to 9.			
	Counts objects using one-to-one correspondence.	4		
	Recognizes "more than" and "less than" when comparing, matching, or counting objects.	4		
	Recognizes that the last number name counted is the total.	4		
	Uses manipulatives to solve simple addition/subtraction problems with sums up to five.			
	Sorts and classifies objects.	4		

Recognizes, duplicates, and extends simple patterns.	4		
Compares objects by weight, height, capacity, and size.			
Identifies and compares shapes.			
Demonstrates knowledge of positional words.	4		
Interprets and creates simple graphs.	4		

SOCIAL STUDIES		<i>De Jesus, Jackie</i>		
Social Studies and Science	Engages in social studies and science experiential activities and discussions.	4		

ATTENDANCE		T1	T2	T3
Days Absent		Days Tardy		

T1 Comment

Pre-K students worked on “Getting to know each other and the school environment”. We set expectations, adapted to new routines and learned to be part of a group. In Language Arts, we developed oral language, introduced letter names and sounds (up to 10 letters); listened to stories, made connections and predictions and practiced retelling. In Math we worked with numbers 1-10 (rote counting, one-to-one correspondence and number recognition). We also interpreted simple graphs, sorted by size, color and shape and completed AB patterns. Regarding Social Emotional development, students practice taking turns, initiating play, responding appropriately, and engaging in activities.

Isabella is a lot of fun! She always has a funny remark to say. She is a bundle of joy and is loved by all. Isabella is a frequent participant in our discussions. She employs a lot of facial expressions when she communicates and is clearly understood by all. She works with confidence and does not hesitate to ask for help, when needed. Isabella is learning the letter sounds and soon will be able to write her name independently.

Student Name: Mikaela Berges Figueroa
Grade: PK
Homeroom: De Jesus, Jackie



The purpose of this report is to communicate student achievement in relationship to trimester goals as well as what is required for future progress toward them.

STANDARDS PROFICIENCY KEY

Code	Achievement Descriptors	Behavioral Descriptors
5	Meets Trimester Standard with Distinction	The student takes understandings and learning beyond trimester benchmark consistently.
4	Meets Trimester Standard	The student knows and/or is able to do trimester benchmark consistently
3	Nearly Meets Trimester Standard	The student knows and/or is able to do trimester benchmark, but not consistently
2	Below Trimester Standard	The student does not know and/or unable to do trimester benchmark, but shows beginning understandings.
1	Far Below Trimester Standard	The student does not know and/or is unable to do trimester benchmark.
--	Not Assessed This Trimester	The student was not assessed on this benchmark this trimester.
*	Based on Modified Expectations	The student was assessed based on his/her individualized educational goals.

CONDUCT

De Jesus, Jackie

T1 T2 T3

PHYSICAL DEVELOPMENT	Shows appropriate development of fine motor skills.	4		
	Shows appropriate development of gross motor skills.	4		
	Exhibits self-help and personal care skills.	4		
	Engages in a variety of physical fitness activities.	4		
Tribes® Agreements	Describes own feelings and recognizes the feelings of others.	4		
	Follows directions.	4		
	Exhibits impulse control and self-regulation.	3		
	Demonstrates attentive listening.	3		
	Engages in learning.	4		
	Engages in cooperative play activities with peers.	4		
	Respects self, others, and the environment.	4		
	Demonstrates responsibility.	4		

ENGLISH LANGUAGE ARTS

De Jesus, Jackie

Phonemic Awareness	Demonstrates phonological awareness.			
Pre-Reading Skills	Understands print concepts.	4		
	Applies phonics and word recognition skills.			
	Demonstrates emergent reading behaviors.	4		
	Understands key ideas and details.	4		
	Understands craft and structure of texts.	4		
Listening and Speaking	Tells stories in a coherent and logical manner.	4		
	Follows simple oral directions.	4		
	Speaks coherently to communicate wants and needs.	4		
	Shows effort in listening and speaking.	4		
Writing	Writes name.	4		
	Conveys ideas using drawing, dictating and writing.	4		

MATHEMATICS

De Jesus, Jackie

MATHEMATICS	Recites numbers to 20.			
	Recognizes and writes numbers 0 to 9.			
	Counts objects using one-to-one correspondence.	4		
	Recognizes "more than" and "less than" when comparing, matching, or counting objects.	4		
	Recognizes that the last number name counted is the total.	4		
	Uses manipulatives to solve simple addition/subtraction problems with sums up to five.			
	Sorts and classifies objects.	4		

Recognizes, duplicates, and extends simple patterns.	4		
Compares objects by weight, height, capacity, and size.			
Identifies and compares shapes.			
Demonstrates knowledge of positional words.	4		
Interprets and creates simple graphs.	4		

SOCIAL STUDIES		<i>De Jesus, Jackie</i>		
Social Studies and Science	Engages in social studies and science experiential activities and discussions.	4		

ATTENDANCE		T1	T2	T3
Days Absent		Days Tardy		

T1 Comment

Pre-K students worked on “Getting to know each other and the school environment”. We set expectations, adapted to new routines and learned to be part of a group. In Language Arts, we developed oral language, introduced letter names and sounds (up to 10 letters); listened to stories, made connections and predictions and practiced retelling. In Math we worked with numbers 1-10 (rote counting, one-to-one correspondence and number recognition). We also interpreted simple graphs, sorted by size, color and shape and completed AB patterns. Regarding Social Emotional development, students practice taking turns, initiating play, responding appropriately, and engaging in activities.

Mikaela is a very confident and outgoing student. She easily interacts with everyone at school and her face brightens when she meets someone new. Her disposition towards school work is to be commended. She is a frequent participant in all our activities and is known to be my “helper”. She knows most of the letter sounds and is helping her friends with learning new letters. In class, she is working on waiting for her turn to speak and respecting her friends’ opinions. She enjoys being read to and quietly listens to the stories.