

Student Name: Alexander Tome
Grade: K
Homeroom: Maloney, Michael



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	<i>Maloney, Michael</i>	T1	T2	T3
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Tribes® Agreements	Engages in learning. Demonstrates responsibility. Follows directions. Demonstrates attentive listening. Respects self, others, and the environment.	4 4 4 4 4		
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ENGLISH LANGUAGE ARTS	<i>Maloney, Michael</i>
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Handwriting	Uses appropriate strokes to form legible print.	4		
Language	Uses conventions of standard English grammar.	4		
	Acquires and uses new vocabulary.	4		
Reading	Understands craft and structure of texts.	4		
	Integrates knowledge and ideas.	4		
	Understands print concepts.	4		
	Demonstrates phonological awareness.	4		
	Applies phonics and word recognition skills.	4		
	Reads with fluency.			
Speaking and Listening	Presents knowledge and ideas.	4		
	Expresses knowledge and ideas effectively.			
Writing	Conveys ideas using drawing, dictating and writing.	4		
	Begins to use some details and description.			

MATHEMATICS	<i>Maloney, Michael</i>
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Mathematics	Knows number names and the count sequence to 100. Compares numbers. Counts to tell the number of objects. Understands addition and understands subtraction. Works with numbers 11-19 to gain foundations for place value. Describes and compares measurable or attributes. Classifies objects and counts number of objects in each categories. Identifies and describes shapes. Analyzes, compares, creates and composes shapes. Communicates mathematical thinking clearly using appropriate vocabulary.	4 4 4 4 4 4 4 4 4 4		
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SOCIAL STUDIES	<i>Maloney, Michael</i>
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Social Studies/Sociales	Understands concepts and uses skills.	4		
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SCIENCE	<i>Maloney, Michael</i>
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Science/Health	Understands concepts and uses skills.	4		
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PHYSICAL EDUCATION / HEALTH Osorio, Mario

Physical Education	Follows Tribes® Agreements. Demonstrates Understanding of concepts.	4	
		4	

Fine Arts & Technology		T1	T2		T3		
		U	T	U	T	U	T
TECHNOLOGY	<i>Roques, Christine</i>	4	4				
MUSIC	<i>Rivera, Carmen</i>	4	4				
ART	<i>Massas, Leticia</i>	4	4				

ATTENDANCE	T1	T2	T3
Days Absent	2		
Days Tardy	1		

STANDARD KEY

U = Understands concepts and uses skills.
 T = Follows Tribes® Agreements.

T1 Comment

In keeping with his personality, Alex walks through the door each morning calmly ready to go. Always doing the right thing at the right time, he is, without doubt, the leader in our classroom. Often quietly going about his business, Alex thinks deeply about things and always shares his thoughts and ideas. A goal is more independence at the beginning and end of the day. In writing, Alex is independently writing stories across three-pages. He enjoys writing about the moments in his life, especially playing sports with his father. Alex is using some C/V/C phonetic spellings and some sight words to construct his sentences. A goal for writing is to begin exploring finger spacing. In reading, Alex loves listening to stories and discussing them. He enjoys using basic reading strategies to figure out some texts. A reading goal is to continue to see himself as a reader. In math, Alex has been composing and decomposing numbers to five and beginning to explore addition and subtraction. He takes great pride in his math abilities and is often the first one finished. When exploring addition and subtraction, Alex is already using more abstract strategies like Doubling and mental math to figure out equations. An ongoing goal for him is to begin to accumulate math vocabulary that will allow him to explain his mathematical ideas.

Student Name: Angelique Merrow Serrano
Grade: K
Homeroom: Maloney, Michael



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CONDUCT	<i>Maloney, Michael</i>	T1	T2	T3
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Tribes® Agreements	Engages in learning. Demonstrates responsibility. Follows directions. Demonstrates attentive listening. Respects self, others, and the environment.	4 4 4 4 4		
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ENGLISH LANGUAGE ARTS	<i>Maloney, Michael</i>
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Handwriting	Uses appropriate strokes to form legible print.	4		
Language	Uses conventions of standard English grammar. Acquires and uses new vocabulary.	3 3		
Reading	Understands craft and structure of texts. Integrates knowledge and ideas. Understands print concepts. Demonstrates phonological awareness. Applies phonics and word recognition skills. Reads with fluency.	3 3 4 3 4		
Speaking and Listening	Presents knowledge and ideas. Expresses knowledge and ideas effectively.	3		
Writing	Conveys ideas using drawing, dictating and writing. Begins to use some details and description.	4		

MATHEMATICS	<i>Maloney, Michael</i>
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Mathematics	Knows number names and the count sequence to 100. Compares numbers. Counts to tell the number of objects. Understands addition and understands subtraction. Works with numbers 11-19 to gain foundations for place value. Describes and compares measurable or attributes. Classifies objects and counts number of objects in each categories. Identifies and describes shapes. Analyzes, compares, creates and composes shapes. Communicates mathematical thinking clearly using appropriate vocabulary.			
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SOCIAL STUDIES	<i>Maloney, Michael</i>
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Social Studies/Sociales	Understands concepts and uses skills.	4		
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SCIENCE	<i>Maloney, Michael</i>
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Science/Health	Understands concepts and uses skills.	4		
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Physical Education	Follows Tribes® Agreements. Demonstrates Understanding of concepts.	4	
		4	

Fine Arts & Technology		T1	T2	T3	
		U	T	U	T
TECHNOLOGY	<i>Roques, Christine</i>	4	4		
MUSIC	<i>Rivera, Carmen</i>	4	4		
ART	<i>Massas, Leticia</i>	4	4		

ATTENDANCE	T1	T2	T3
Days Absent	2		
Days Tardy	2		

STANDARD KEY

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T1 Comment

Angelique arrives each morning smiling, hugging, and ready for anything. She is a happy and kind child who loves every aspect of school. Angelique is quite drawn to nature and often finds things on the playground to share with the entire class. Her rapid and steady acquisition of English has allowed her to be more forthcoming with details about herself and her life. A goal is to transition successfully with a very clear idea of the activity at hand. In writing, Angelique is independently writing stories across three-pages. She is exploring writing with initial sounds of words and is beginning to use environmental print to inform her writing. Angelique can reread her own writing to both teachers and peers. A goal for her is to begin to add more letters, sounds, and sight words to her stories. In reading, Angelique loves listening to stories and reading books. She has started to use basic reading strategies to figure out texts. As her use of English becomes more sophisticated, it has been exciting to see Angelique understand some of the nuanced details books offer. A reading goal is to begin to read I-Can-Read books. In math, Angelique has been composing and decomposing numbers to five. As she is beginning to explore addition, she benefits from using manipulatives to figure out her equations. A goal is to begin developing a math vocabulary to express her mathematical ideas.

Student Name: Camila Paliza Savinon
Grade: K
Homeroom: Maloney, Michael



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CONDUCT	<i>Maloney, Michael</i>	T1	T2	T3
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Tribes® Agreements	Engages in learning. Demonstrates responsibility. Follows directions. Demonstrates attentive listening. Respects self, others, and the environment.	4 4 4 4 4		
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ENGLISH LANGUAGE ARTS	<i>Maloney, Michael</i>
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Handwriting	Uses appropriate strokes to form legible print.	4		
Language	Uses conventions of standard English grammar. Acquires and uses new vocabulary.	4 4		
Reading	Understands craft and structure of texts. Integrates knowledge and ideas. Understands print concepts. Demonstrates phonological awareness. Applies phonics and word recognition skills. Reads with fluency.	4 4 4 4 4 4		
Speaking and Listening	Presents knowledge and ideas. Expresses knowledge and ideas effectively.	4		
Writing	Conveys ideas using drawing, dictating and writing. Begins to use some details and description.	4		

MATHEMATICS	<i>Maloney, Michael</i>
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Mathematics	Knows number names and the count sequence to 100. Compares numbers. Counts to tell the number of objects. Understands addition and understands subtraction. Works with numbers 11-19 to gain foundations for place value. Describes and compares measurable or attributes. Classifies objects and counts number of objects in each categories. Identifies and describes shapes. Analyzes, compares, creates and composes shapes. Communicates mathematical thinking clearly using appropriate vocabulary.			
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SOCIAL STUDIES	<i>Maloney, Michael</i>
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Social Studies/Sociales	Understands concepts and uses skills.	4		
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SCIENCE	<i>Maloney, Michael</i>
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Science/Health	Understands concepts and uses skills.	4		
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Physical Education	Follows Tribes® Agreements. Demonstrates Understanding of concepts.	4	
		4	

Fine Arts & Technology		T1	T2		T3		
		U	T	U	T	U	T
TECHNOLOGY	<i>Roques, Christine</i>	4	4				
MUSIC	<i>Rivera, Carmen</i>	4	4				
ART	<i>Massas, Leticia</i>	4	4				

ATTENDANCE	T1	T2	T3
Days Absent	1		
Days Tardy	1		

STANDARD KEY

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 T = Follows Tribes® Agreements.

T1 Comment

Camila arrives each morning completely ready for the day. She is a child of great happiness and humor. This is apparent to all who know her. Camila is so interested in life and often has many projects going on at once. She is absolutely excited by learning, thoroughly independent, and unafraid to take risks. A goal is to be more focused during transitions as she often requires redirection. In writing, Camila is independently writing stories across three-pages, exploring finger-spacing, and using complex phonetic spellings for more difficult words. She can reread her own writing to both teachers and peers. In October she wrote the morning message each day. A writing goal is to begin to add more sentences and sight words to her stories. In reading, Camila loves listening to stories and contributing to all book discussions. She has already read I-Can-Read books to the class. In her guided reading group, Camila is quickly learning basic reading strategies to figure out more complex texts. A reading goal is to develop more complex reading strategies to move her closer to fluency. In math, Camila has been composing and decomposing numbers to five. When offered the opportunity, she likes to attempt more complex math games. A goal is to begin to share and explain her mathematical ideas.

Student Name: Cristian Caballero Cardenas
Grade: K
Homeroom: Maloney, Michael



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CONDUCT	<i>Maloney, Michael</i>	T1	T2	T3
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Tribes® Agreements	Engages in learning. Demonstrates responsibility. Follows directions. Demonstrates attentive listening. Respects self, others, and the environment.	3 4 4 4 4		
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ENGLISH LANGUAGE ARTS	<i>Maloney, Michael</i>
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Handwriting	Uses appropriate strokes to form legible print.	4		
Language	Uses conventions of standard English grammar. Acquires and uses new vocabulary.	4 4		
Reading	Understands craft and structure of texts. Integrates knowledge and ideas. Understands print concepts. Demonstrates phonological awareness. Applies phonics and word recognition skills. Reads with fluency.	4 4 4 4 4		
Speaking and Listening	Presents knowledge and ideas. Expresses knowledge and ideas effectively.	4		
Writing	Conveys ideas using drawing, dictating and writing. Begins to use some details and description.	4		

MATHEMATICS	<i>Maloney, Michael</i>
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Mathematics	Knows number names and the count sequence to 100. Compares numbers. Counts to tell the number of objects. Understands addition and understands subtraction. Works with numbers 11-19 to gain foundations for place value. Describes and compares measurable or attributes. Classifies objects and counts number of objects in each categories. Identifies and describes shapes. Analyzes, compares, creates and composes shapes. Communicates mathematical thinking clearly using appropriate vocabulary.			
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SOCIAL STUDIES	<i>Maloney, Michael</i>
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Social Studies/Sociales	Understands concepts and uses skills.	4		
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SCIENCE	<i>Maloney, Michael</i>
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Science/Health	Understands concepts and uses skills.	4		
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PHYSICAL EDUCATION / HEALTH Osorio, Mario

Physical Education	Follows Tribes® Agreements. Demonstrates Understanding of concepts.	4	
		4	

Fine Arts & Technology		T1	T2	T3	
		U	T	U	T
TECHNOLOGY	<i>Roques, Christine</i>	4	4		
MUSIC	<i>Rivera, Carmen</i>	4	4		
ART	<i>Massas, Leticia</i>	4	4		

ATTENDANCE	T1	T2	T3
Days Absent	7		
Days Tardy	0		

STANDARD KEY

U = Understands concepts and uses skills.
T = Follows Tribes® Agreements.

T1 Comment

Cristian happily arrives each morning with his smiles and questions at the ready. All in all, his transition to CMS has been a fine one. Friendship is very important to Cristian, and he loves being around his peers. He has a great many questions about the world and thinks and feels deeply about things. A goal is to focus on the task at hand as he can become distracted watching what his friends are doing. In writing, Cristian is independently writing stories across three-pages. He enjoys writing about the moments in his life and his favorite parts of stories. Cristian is using some sight words and starting to hear and add more sounds to his words. A writing goal is to explore finger spacing. In reading, Cristian loves listening to stories and discussing them. He is quite taken with the humor in books. He is using basic reading strategies to figure out some texts. A reading goal is to continue to see himself as a reader and begin his guided reading group. In math, Cristian has been composing and decomposing numbers to five. He takes pride in his math abilities and always finds a way to make each activity more challenging. Once settled, his math work is always on target. A goal is to transition from one activity to the next without redirection.

Student Name: Cyrus Fatchett
Grade: K
Homeroom: Maloney, Michael



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CONDUCT	<i>Maloney, Michael</i>	T1	T2	T3
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Tribes® Agreements	Engages in learning. Demonstrates responsibility. Follows directions. Demonstrates attentive listening. Respects self, others, and the environment.	4 4 4 4 4		
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ENGLISH LANGUAGE ARTS	<i>Maloney, Michael</i>
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Handwriting	Uses appropriate strokes to form legible print.	4		
Language	Uses conventions of standard English grammar. Acquires and uses new vocabulary.	4 4		
Reading	Understands craft and structure of texts. Integrates knowledge and ideas. Understands print concepts. Demonstrates phonological awareness. Applies phonics and word recognition skills. Reads with fluency.	4 4 4 4 4		
Speaking and Listening	Presents knowledge and ideas. Expresses knowledge and ideas effectively.	4 4		
Writing	Conveys ideas using drawing, dictating and writing. Begins to use some details and description.	4 4		

MATHEMATICS	<i>Maloney, Michael</i>
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Mathematics	Knows number names and the count sequence to 100. Compares numbers. Counts to tell the number of objects. Understands addition and understands subtraction. Works with numbers 11-19 to gain foundations for place value. Describes and compares measurable or attributes. Classifies objects and counts number of objects in each categories. Identifies and describes shapes. Analyzes, compares, creates and composes shapes. Communicates mathematical thinking clearly using appropriate vocabulary.	4 4 4 4 4 4 4 4		
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SOCIAL STUDIES	<i>Maloney, Michael</i>
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Social Studies/Sociales	Understands concepts and uses skills.	4		
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SCIENCE	<i>Maloney, Michael</i>
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Science/Health	Understands concepts and uses skills.	4		
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PHYSICAL EDUCATION / HEALTH Osorio, Mario

Physical Education	Follows Tribes® Agreements. Demonstrates Understanding of concepts.	4	
		4	

Fine Arts & Technology		T1		T2		T3	
		U	T	U	T	U	T
TECHNOLOGY	<i>Roques, Christine</i>	4	4				
MUSIC	<i>Rivera, Carmen</i>	4	4				
ART	<i>Massas, Leticia</i>	4	4				

ATTENDANCE	T1	T2	T3
Days Absent	3		
Days Tardy	0		

STANDARD KEY

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T1 Comment

Cyrus always begins his day with a huge smile. A very kind and happy lad, he is a very sensitive boy who thinks and feels things deeply. Cyrus is a friend to all and a true role model for his peers. Many of life's mysteries interest him and he often has many thoughts to share. A goal is to be more independent in his own abilities. In writing, Cyrus is independently writing stories across three-pages. He uses a mix of initial sounds and some sight words. Initially, Cyrus often spent Open Work writing messages and cards. A goal is to add more letter and sounds to his words. In reading, Cyrus loves listening to stories and looking at books. Humor is important to him and he loves and understands the very funny parts of books. Cyrus is using pictures to figure out words in some of the classroom texts. A goal in reading is to continue to developmentally gather basic reading strategies. In math, Cyrus has been composing and decomposing numbers to five. He enjoys the various games we play and is very focused when working by himself or with a peer. Cyrus is often the first one in the class to ask about a new game or activity. A goal remains to explain his answers and ideas.

Student Name: Jose Carballo Sigarreta
Grade: K
Homeroom: Maloney, Michael



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CONDUCT	<i>Maloney, Michael</i>	T1	T2	T3
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Tribes® Agreements	Engages in learning. Demonstrates responsibility. Follows directions. Demonstrates attentive listening. Respects self, others, and the environment.	4 4 4 4 4		
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ENGLISH LANGUAGE ARTS	<i>Maloney, Michael</i>
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Handwriting	Uses appropriate strokes to form legible print.	4		
Language	Uses conventions of standard English grammar. Acquires and uses new vocabulary.	3 3		
Reading	Understands craft and structure of texts. Integrates knowledge and ideas. Understands print concepts. Demonstrates phonological awareness. Applies phonics and word recognition skills. Reads with fluency.	3 4 4 3 3		
Speaking and Listening	Presents knowledge and ideas. Expresses knowledge and ideas effectively.	3		
Writing	Conveys ideas using drawing, dictating and writing. Begins to use some details and description.	4		

MATHEMATICS	<i>Maloney, Michael</i>
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Mathematics	Knows number names and the count sequence to 100. Compares numbers. Counts to tell the number of objects. Understands addition and understands subtraction. Works with numbers 11-19 to gain foundations for place value. Describes and compares measurable or attributes. Classifies objects and counts number of objects in each categories. Identifies and describes shapes. Analyzes, compares, creates and composes shapes. Communicates mathematical thinking clearly using appropriate vocabulary.			
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SOCIAL STUDIES	<i>Maloney, Michael</i>
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Social Studies/Sociales	Understands concepts and uses skills.	4		
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SCIENCE	<i>Maloney, Michael</i>
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Science/Health	Understands concepts and uses skills.	4		
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PHYSICAL EDUCATION / HEALTH Osorio, Mario

Physical Education	Follows Tribes® Agreements. Demonstrates Understanding of concepts.	4	
		4	

Fine Arts & Technology		T1		T2		T3	
		U	T	U	T	U	T
TECHNOLOGY	<i>Roques, Christine</i>	4	4				
MUSIC	<i>Rivera, Carmen</i>	4	4				
ART	<i>Massas, Leticia</i>	4	4				

ATTENDANCE	T1	T2	T3
Days Absent	5		
Days Tardy	0		

STANDARD KEY

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T1 Comment

Jose has had a fine transition into Kindergarten. He has a warm personality and a fine sense of humor. Friendship is important to him and he loves being around his peers. He is often doing random acts of kindness, and this is appreciated by his peers and teachers. A goal is to continue to acquire English to further his explanations and discussions. More self-motivation is also important as Jose must be re-directed during large groups activities and transitions. In writing, Jose is independently writing stories across three-pages. He enjoys writing about his family and his favorite parts of stories and his finished pieces are colorful and well done. Jose is using some sight words and the initial sounds of words to construct his sentences. A goal for writing is to begin adding more letters and sounds into his words. In reading, Jose loves listening to stories and discussing them. He enjoys reading books by using the pictures to describe the action. A reading goal is to begin to connect the pictures in books to words. In math, Jose has been composing and decomposing numbers to five. He is proud of his math ability and quietly goes about all activities and games with confidence and focus. A goal is for Jose to begin to accumulate a math vocabulary that will allow him to explain his mathematical ideas in greater detail.

Student Name: Lorenzo Legrottagli
Grade: K
Homeroom: Maloney, Michael



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CONDUCT	<i>Maloney, Michael</i>	T1	T2	T3
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Tribes® Agreements	Engages in learning. Demonstrates responsibility. Follows directions. Demonstrates attentive listening. Respects self, others, and the environment.	4 4 4 3 4		
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ENGLISH LANGUAGE ARTS	<i>Maloney, Michael</i>
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Handwriting	Uses appropriate strokes to form legible print.	4		
Language	Uses conventions of standard English grammar. Acquires and uses new vocabulary.	4 4		
Reading	Understands craft and structure of texts. Integrates knowledge and ideas. Understands print concepts. Demonstrates phonological awareness. Applies phonics and word recognition skills. Reads with fluency.	4 4 4 4 4		
Speaking and Listening	Presents knowledge and ideas. Expresses knowledge and ideas effectively.	4 4		
Writing	Conveys ideas using drawing, dictating and writing. Begins to use some details and description.	4 4		

MATHEMATICS	<i>Maloney, Michael</i>
--------------------	-------------------------

Mathematics	Knows number names and the count sequence to 100. Compares numbers. Counts to tell the number of objects. Understands addition and understands subtraction. Works with numbers 11-19 to gain foundations for place value. Describes and compares measurable or attributes. Classifies objects and counts number of objects in each categories. Identifies and describes shapes. Analyzes, compares, creates and composes shapes. Communicates mathematical thinking clearly using appropriate vocabulary.	4 4 4 4 4 4 4 4 4		
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SOCIAL STUDIES	<i>Maloney, Michael</i>
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Social Studies/Sociales	Understands concepts and uses skills.	4		
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SCIENCE	<i>Maloney, Michael</i>
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Science/Health	Understands concepts and uses skills.	4		
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PHYSICAL EDUCATION / HEALTH Osorio, Mario

Physical Education	Follows Tribes® Agreements. Demonstrates Understanding of concepts.	4	
		4	

Fine Arts & Technology		T1	T2	T3	
		U	T	U	T
TECHNOLOGY	<i>Roques, Christine</i>	4	4		
MUSIC	<i>Rivera, Carmen</i>	4	4		
ART	<i>Massas, Leticia</i>	4	4		

ATTENDANCE	T1	T2	T3
Days Absent	5		
Days Tardy	4		

STANDARD KEY

U = Understands concepts and uses skills.
T = Follows Tribes® Agreements.

T1 Comment

Lorenzo enters the room each morning ready for anything. He has a friendly and kind way about him and has the complete respect and admiration of all his peers and teachers. Everyone wants to be his friend and he handles this with humility and patience. He is gentle, curious, thoughtful, and has many ideas. A goal is to keep seeing himself as a learner and a role model. In writing, Lorenzo is independently writing stories across three-pages. He enjoys writing about the moments in his life and his favorite parts of stories. Already finger spacing, Lorenzo is using sight words and complex phonetic spellings to construct his sentences. A goal is to add more sentences to his narratives and begin to expand his thoughts on paper. In reading, Lorenzo loves listening to stories and discussing them. He enjoys being in his reading group and experiencing more difficult texts. A reading goal is to continue to see himself as a reader and begin to open up his reading life. In math, Lorenzo has been composing and decomposing numbers to five and beginning to explore addition and subtraction. He likes all the math games we have been playing and always attempts the more complex levels. Lorenzo takes great pride in beating his teacher in Uno. When exploring addition and subtraction, he is already using more abstract strategies like Doubling and mental math to figure out equations. A goal is to explain his mathematical ideas and answers.

Student Name: Luke Beamer
Grade: K
Homeroom: Maloney, Michael



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	<i>Maloney, Michael</i>	T1	T2	T3
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Tribes® Agreements	Engages in learning. Demonstrates responsibility. Follows directions. Demonstrates attentive listening. Respects self, others, and the environment.	4		
		4		
		4		
		3		
		4		

ENGLISH LANGUAGE ARTS	<i>Maloney, Michael</i>
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Handwriting	Uses appropriate strokes to form legible print.	4		
Language	Uses conventions of standard English grammar.	4		
	Acquires and uses new vocabulary.	4		
Reading	Understands craft and structure of texts.	4		
	Integrates knowledge and ideas.	4		
	Understands print concepts.	4		
	Demonstrates phonological awareness.	4		
	Applies phonics and word recognition skills.	4		
	Reads with fluency.			
Speaking and Listening	Presents knowledge and ideas.	4		
	Expresses knowledge and ideas effectively.			
Writing	Conveys ideas using drawing, dictating and writing.	4		
	Begins to use some details and description.			

MATHEMATICS	<i>Maloney, Michael</i>
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Mathematics	Knows number names and the count sequence to 100. Compares numbers. Counts to tell the number of objects. Understands addition and understands subtraction. Works with numbers 11-19 to gain foundations for place value. Describes and compares measurable or attributes. Classifies objects and counts number of objects in each categories. Identifies and describes shapes. Analyzes, compares, creates and composes shapes. Communicates mathematical thinking clearly using appropriate vocabulary.	4		
		4		
		4		
		4		
		4		
		4		
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		4		
		4		
		4		

SOCIAL STUDIES	<i>Maloney, Michael</i>
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Social Studies/Sociales	Understands concepts and uses skills.	4		

SCIENCE	<i>Maloney, Michael</i>
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Science/Health	Understands concepts and uses skills.	4		

Physical Education	Follows Tribes® Agreements. Demonstrates Understanding of concepts.	3	
		4	

Fine Arts & Technology		T1		T2		T3	
		U	T	U	T	U	T
TECHNOLOGY	<i>Roques, Christine</i>	4	4				
MUSIC	<i>Rivera, Carmen</i>	4	4				
ART	<i>Massas, Leticia</i>	4	4				

ATTENDANCE	T1	T2	T3
Days Absent	1		
Days Tardy	0		

STANDARD KEY

U = Understands concepts and uses skills.
 T = Follows Tribes® Agreements.

T1 Comment

The day does not really begin until Luke arrives. When he enters the room each morning, anything is possible. Luke has an insatiable curiosity and a kind and humorous way about him. He always has ideas and projects in his head and loves carrying them out. Goals include calming his body during large groups and transitions and raising his hand to share an idea. In writing, Luke is independently writing stories across three-pages. He enjoys writing about the moments in his life and his favorite parts of stories. Already finger spacing, Luke is using sight words and complex phonetic spellings to construct his sentences. A goal is to add more sentences to his narratives and to keep delving deeper into putting his thoughts on paper. In reading, Luke loves listening to stories and discussing them. He enjoys being in his reading group and experiencing more difficult texts. A reading goal is to continue to see himself as a reader and begin to expand his reading life. In math, Luke has been composing and decomposing numbers to five and beginning to explore addition and subtraction. He likes all the math games and always attempts the more complex levels. When exploring addition and subtraction, Luke is already using more abstract strategies like Doubling and mental math to figure out equations. A goal is to explain his mathematical ideas and answers in greater detail.

Student Name: Noah Aliotta
Grade: K
Homeroom: Maloney, Michael



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

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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	<i>Maloney, Michael</i>	T1	T2	T3
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Tribes® Agreements	Engages in learning. Demonstrates responsibility. Follows directions. Demonstrates attentive listening. Respects self, others, and the environment.	4 4 3 3 4		
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ENGLISH LANGUAGE ARTS	<i>Maloney, Michael</i>
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Handwriting	Uses appropriate strokes to form legible print.	3		
Language	Uses conventions of standard English grammar. Acquires and uses new vocabulary.	3 3		
Reading	Understands craft and structure of texts. Integrates knowledge and ideas. Understands print concepts. Demonstrates phonological awareness. Applies phonics and word recognition skills. Reads with fluency.	3 3 3 3 3		
Speaking and Listening	Presents knowledge and ideas. Expresses knowledge and ideas effectively.	3 3		
Writing	Conveys ideas using drawing, dictating and writing. Begins to use some details and description.	4 3		

MATHEMATICS	<i>Maloney, Michael</i>
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Mathematics	Knows number names and the count sequence to 100. Compares numbers. Counts to tell the number of objects. Understands addition and understands subtraction. Works with numbers 11-19 to gain foundations for place value. Describes and compares measurable or attributes. Classifies objects and counts number of objects in each categories. Identifies and describes shapes. Analyzes, compares, creates and composes shapes. Communicates mathematical thinking clearly using appropriate vocabulary.	4 4 4 4 4 4 4 4 4		
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SOCIAL STUDIES	<i>Maloney, Michael</i>
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Social Studies/Sociales	Understands concepts and uses skills.	4		
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SCIENCE	<i>Maloney, Michael</i>
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Science/Health	Understands concepts and uses skills.	4		
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PHYSICAL EDUCATION / HEALTH Osorio, Mario

Physical Education	Follows Tribes® Agreements. Demonstrates Understanding of concepts.	4	
		3	

Fine Arts & Technology		T1		T2		T3	
		U	T	U	T	U	T
TECHNOLOGY	<i>Roques, Christine</i>	3	4				
MUSIC	<i>Rivera, Carmen</i>	4	4				
ART	<i>Massas, Leticia</i>	4	4				

ATTENDANCE	T1	T2	T3
Days Absent	1		
Days Tardy	0		

STANDARD KEY

U = Understands concepts and uses skills.
T = Follows Tribes® Agreements.

T1 Comment

Noah happily arrives each morning with his smiles and ideas ready. His transition to CMS has been a fun and easy one. His imagination is of epic proportions and constant source of admiration, humor, and wonder. He thinks deeply about things, especially about dinosaurs, and gets so excited about life. Noah often requires redirection to help organize his thoughts and belongings, and these remain goals for him. In writing, Noah is independently writing stories across three-pages. Although he prefers fiction, he enjoys writing about the moments in his life. Noah works hard at sounding out letters and words. A goal is to write from left to right and fix some reversals in his letters and numbers. In reading, Noah loves listening to stories and discussing them. He enjoys non-fiction books and magazines and reads them every day with a sustained and unwavering enthusiasm. A goal is to continue to be excited about being a reader. In math, Noah has been composing and decomposing numbers to five. Once settled, he is on-task and works hard. Two goals include to pay closer attention to the formation of his numbers and the presentation of his work.

Student Name: Samuel Bess Estevez
Grade: K
Homeroom: Maloney, Michael



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

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1	Far Below Trimester Standard	The student does not know and/or is unable to do trimester benchmark.
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*	Based on Modified Expectations	The student was assessed based on his/her individualized educational goals.

CONDUCT	<i>Maloney, Michael</i>	T1	T2	T3
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Tribes® Agreements	Engages in learning. Demonstrates responsibility. Follows directions. Demonstrates attentive listening. Respects self, others, and the environment.	3 3 3 3 4		
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ENGLISH LANGUAGE ARTS	<i>Maloney, Michael</i>
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Handwriting	Uses appropriate strokes to form legible print.	3		
Language	Uses conventions of standard English grammar. Acquires and uses new vocabulary.	4 3		
Reading	Understands craft and structure of texts. Integrates knowledge and ideas. Understands print concepts. Demonstrates phonological awareness. Applies phonics and word recognition skills. Reads with fluency.	3 3 4 4 4		
Speaking and Listening	Presents knowledge and ideas. Expresses knowledge and ideas effectively.	3		
Writing	Conveys ideas using drawing, dictating and writing. Begins to use some details and description.	4		

MATHEMATICS	<i>Maloney, Michael</i>
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Mathematics	Knows number names and the count sequence to 100. Compares numbers. Counts to tell the number of objects. Understands addition and understands subtraction. Works with numbers 11-19 to gain foundations for place value. Describes and compares measurable or attributes. Classifies objects and counts number of objects in each categories. Identifies and describes shapes. Analyzes, compares, creates and composes shapes. Communicates mathematical thinking clearly using appropriate vocabulary.			
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SOCIAL STUDIES	<i>Maloney, Michael</i>
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Social Studies/Sociales	Understands concepts and uses skills.	4		
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SCIENCE	<i>Maloney, Michael</i>
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Science/Health	Understands concepts and uses skills.	4		
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PHYSICAL EDUCATION / HEALTH Osorio, Mario

Physical Education	Follows Tribes® Agreements. Demonstrates Understanding of concepts.	4	
		3	

Fine Arts & Technology		T1	T2	T3		
		U	T	U	T	U
TECHNOLOGY	<i>Roques, Christine</i>	3	4			
MUSIC	<i>Rivera, Carmen</i>	4	4			
ART	<i>Massas, Leticia</i>	4	4			

ATTENDANCE	T1	T2	T3
Days Absent	0		
Days Tardy	0		

STANDARD KEY

U = Understands concepts and uses skills.
T = Follows Tribes® Agreements.

T1 Comment

Each morning, Sammy quietly enters our class and happily gets busy with his thoughts and ideas. A kind and gentle boy who is well thought of by his peers, he always has a project or activity in mind. Sammy is encouraged to clearly express his thoughts and feelings with more frequency as miscommunication can sometimes prove frustrating for him. As most of his play is parallel with his peers, more interactive activities are also a goal. Also, greater organization of his belongings is on-going. In writing, Sammy is independently writing stories across three-pages. He enjoys writing about the moments in his life, especially activities with his family, and his favorite parts of stories. Already writing sentences, he spells most words correctly and now is exploring phonetic spellings to words he does not know. A goal is to work on his fine motor skills, such as cutting, coloring, and adding details to his drawings. In reading, Sammy loves listening to stories and is able to share his favorite part. He currently is reading leveled I-Can-Read books and his decoding skills are strong. A clearer speaking/reading voice and comprehending what he is reading remain reading goals. In math, Sammy has been composing and decomposing numbers to five. He enjoys all the math games we play and recently has been interested in working on puzzles. With guidance, he is able to stay on more complex tasks as Sammy sometimes gets lost while playing with the math manipulatives. Math goals are to stay focused during activities and to clearly explain his answers and ideas.

Student Name: Viviana Gonzalez Mejia
Grade: K
Homeroom: Maloney, Michael



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

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1	Far Below Trimester Standard	The student does not know and/or is unable to do trimester benchmark.
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CONDUCT	<i>Maloney, Michael</i>	T1	T2	T3
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Tribes® Agreements	Engages in learning. Demonstrates responsibility. Follows directions. Demonstrates attentive listening. Respects self, others, and the environment.	4 4 4 4 4		
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ENGLISH LANGUAGE ARTS	<i>Maloney, Michael</i>
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Handwriting	Uses appropriate strokes to form legible print.	4		
Language	Uses conventions of standard English grammar. Acquires and uses new vocabulary.	3 3		
Reading	Understands craft and structure of texts. Integrates knowledge and ideas. Understands print concepts. Demonstrates phonological awareness. Applies phonics and word recognition skills. Reads with fluency.	3 3 4 3 3		
Speaking and Listening	Presents knowledge and ideas. Expresses knowledge and ideas effectively.	3		
Writing	Conveys ideas using drawing, dictating and writing. Begins to use some details and description.	4		

MATHEMATICS	<i>Maloney, Michael</i>
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Mathematics	Knows number names and the count sequence to 100. Compares numbers. Counts to tell the number of objects. Understands addition and understands subtraction. Works with numbers 11-19 to gain foundations for place value. Describes and compares measurable or attributes. Classifies objects and counts number of objects in each categories. Identifies and describes shapes. Analyzes, compares, creates and composes shapes. Communicates mathematical thinking clearly using appropriate vocabulary.			
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SOCIAL STUDIES	<i>Maloney, Michael</i>
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Social Studies/Sociales	Understands concepts and uses skills.	4		
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SCIENCE	<i>Maloney, Michael</i>
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Science/Health	Understands concepts and uses skills.	4		
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PHYSICAL EDUCATION / HEALTH Osorio, Mario

Physical Education	Follows Tribes® Agreements. Demonstrates Understanding of concepts.	4	
		4	

Fine Arts & Technology		T1	T2	T3		
		U	T	U	T	U
TECHNOLOGY	<i>Roques, Christine</i>	4	4			
MUSIC	<i>Rivera, Carmen</i>	4	4			
ART	<i>Massas, Leticia</i>	4	4			

ATTENDANCE	T1	T2	T3
Days Absent	22		
Days Tardy	3		

STANDARD KEY

U = Understands concepts and uses skills.
T = Follows Tribes® Agreements.

T1 Comment

Viviana has transitioned well into Kindergarten and has settled into the routines of the day. She is a kind and clever girl who loves being at school. Her personality brings a brightness to our class. As it pertains to all aspects of school, an overarching goal remains being in school on a more consistent basis. In writing, Viviana is writing stories across three-pages. Her drawings are beautiful with lots of color and details. With support, she writes with a mix of initial sounds and some sight words. Using her pictures, Viviana can reread her own writing to both teachers and peers. A goal is to independently label her pictures and add ending sounds to some of her words. In reading, Viviana loves listening to stories and looking at books. Karla sometimes translates some of the trickier parts, but Viviana always has many questions and observations to make. As her English acquisition becomes stronger, Viviana will begin to more confidently share her ideas and opinions about stories and books. In math, Viviana has been composing and decomposing numbers to five. As she is beginning to explore addition, Viviana benefits from using manipulatives to figure out her equations. Viviana is strong in math and proud of the work she does. A goal is to begin developing a math vocabulary to express her mathematical ideas.