

Student Name: Alfredo Najri Sanchez
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 | <i>De Jesus, Jackie</i> | 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. | 4 | | |
| | Demonstrates attentive listening. | 4 | | |
| | 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 | <i>De Jesus, Jackie</i> |
|-----------------------|-------------------------|
|-----------------------|-------------------------|

| | | | | |
|------------------------|---|---|--|--|
| Phonemic Awareness | Demonstrates phonological awareness. | 4 | | |
| | Understands print concepts. | 4 | | |
| | Applies phonics and word recognition skills. | 4 | | |
| | 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 | <i>De Jesus, Jackie</i> |
|-------------|-------------------------|
|-------------|-------------------------|

| | | | | |
|-------------|--|---|--|--|
| MATHEMATICS | Recites numbers to 20. | 4 | | |
| | Recognizes and writes numbers 0 to 9. | 4 | | |
| | 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. | 4 | | |
| | Sorts and classifies objects. | 4 | | |

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

SOCIAL STUDIES

De Jesus, Jackie

| | | | | |
|----------------------------|--|---|--|--|
| 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.

Alfredo is doing a fabulous job in PK. He is courteous, friendly, patient and a very good attentive listener. He knows most of his letter sounds and can count up to 89! He enjoys being read to and can make connections with the stories. He likes to predict what the book will be about just by looking at its cover or listening to the title. Alfredo shows a lot of empathy towards his friend's feelings. He is very caring and loved by all.

Student Name: Andres Castillo Salata
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

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| CONDUCT | <i>De Jesus, Jackie</i> | T1 | T2 | T3 |
|---------|-------------------------|----|----|----|
|---------|-------------------------|----|----|----|

| | | | | |
|----------------------|---|---|--|--|
| PHYSICAL DEVELOPMENT | Shows appropriate development of fine motor skills. | 3 | | |
| | Shows appropriate development of gross motor skills. | 3 | | |
| | 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. | 4 | | |
| | Demonstrates attentive listening. | 4 | | |
| | 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 | <i>De Jesus, Jackie</i> | T1 | T2 | T3 |
|------------------------|---|----|----|----|
| Phonemic Awareness | Demonstrates phonological awareness. | 4 | | |
| Pre-Reading Skills | Understands print concepts. | 4 | | |
| | Applies phonics and word recognition skills. | 4 | | |
| | 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. | 3 | | |
| | Shows effort in listening and speaking. | 4 | | |
| Writing | Writes name. | 3 | | |
| | Conveys ideas using drawing, dictating and writing. | 4 | | |

| MATHEMATICS | <i>De Jesus, Jackie</i> | T1 | T2 | T3 |
|-------------|--|----|----|----|
| MATHEMATICS | Recites numbers to 20. | 4 | | |
| | Recognizes and writes numbers 0 to 9. | 4 | | |
| | 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. | 4 | | |
| | Sorts and classifies objects. | 4 | | |

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

SOCIAL STUDIES

De Jesus, Jackie

| | | | | |
|----------------------------|--|---|--|--|
| Social Studies and Science | Engages in social studies and science experiential activities and discussions. | 4 | | |
|----------------------------|--|---|--|--|

ATTENDANCE

T1 T2 T3

| | | | |
|-------------|---|--|--|
| Days Absent | 4 | | |
| Days Tardy | 1 | | |

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.

Andres is doing a fantastic job in PK. He is learning the letters and their sounds. He plays cooperatively with the children. He shows interest in learning and volunteers to help others. He gets along very well with everyone and has a charming personality. He enjoys being read to and can make connections with the stories. Andres is very proper and likes to be praised for his behavior. He loves school and demonstrates it by interacting happily in all our activities.

Student Name: Camila Paillot
Grade: PK
Homeroom: De Jesus, Jackie



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| CONDUCT | <i>De Jesus, Jackie</i> | 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. | 4 | | |
| | Demonstrates attentive listening. | 4 | | |
| | 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 | <i>De Jesus, Jackie</i> |
|-----------------------|-------------------------|
|-----------------------|-------------------------|

| | | | | |
|------------------------|---|---|--|--|
| Phonemic Awareness | Demonstrates phonological awareness. | 4 | | |
| | Understands print concepts. | 4 | | |
| | Applies phonics and word recognition skills. | 4 | | |
| | 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 | <i>De Jesus, Jackie</i> |
|-------------|-------------------------|
|-------------|-------------------------|

| | | | | |
|-------------|--|---|--|--|
| MATHEMATICS | Recites numbers to 20. | 4 | | |
| | Recognizes and writes numbers 0 to 9. | 4 | | |
| | 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. | 4 | | |
| | Sorts and classifies objects. | 4 | | |

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

SOCIAL STUDIES

De Jesus, Jackie

| | | | | |
|----------------------------|--|---|--|--|
| Social Studies and Science | Engages in social studies and science experiential activities and discussions. | 4 | | |
|----------------------------|--|---|--|--|

ATTENDANCE

T1 T2 T3

| | | | |
|-------------|---|--|--|
| Days Absent | 9 | | |
| Days Tardy | 0 | | |

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.

Camila is a very mature and wise student. She comes to school ready to learn and exhibits a fantastic disposition towards work. She is a very good listener who helps her classmates understand what is been said. Her drawings are very detailed, and she shows great pride in adding the correct colors to what she draws. She enjoys being read to and making predictions about the stories.

Student Name: Constantino Handal Grullon
Grade: PK
Homeroom: De Jesus, Jackie



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| CONDUCT | <i>De Jesus, Jackie</i> | 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. | 4 | | |
| | Demonstrates attentive listening. | 4 | | |
| | 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 | <i>De Jesus, Jackie</i> |
|-----------------------|-------------------------|
|-----------------------|-------------------------|

| | | | | |
|------------------------|---|---|--|--|
| Phonemic Awareness | Demonstrates phonological awareness. | 4 | | |
| | Understands print concepts. | 4 | | |
| | Applies phonics and word recognition skills. | 4 | | |
| | 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 | <i>De Jesus, Jackie</i> |
|-------------|-------------------------|
|-------------|-------------------------|

| | | | | |
|-------------|--|---|--|--|
| MATHEMATICS | Recites numbers to 20. | 3 | | |
| | Recognizes and writes numbers 0 to 9. | 4 | | |
| | 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. | 4 | | |
| | Sorts and classifies objects. | 4 | | |

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

SOCIAL STUDIES

De Jesus, Jackie

| | | | | |
|----------------------------|--|---|--|--|
| Social Studies and Science | Engages in social studies and science experiential activities and discussions. | 4 | | |
|----------------------------|--|---|--|--|

ATTENDANCE

T1 T2 T3

Days Absent

5

Days Tardy

2

T1 Comment

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Constantino is a joyous boy! He comes to school with a happy attitude and has a charming personality. He is very proper and respectful towards everyone. He loves to draw pictures with lots of details; He then likes to take his time explaining to others what he just drew. Constantino is a frequent participant during our class discussion. In class, he is learning to count beyond 9.

Student Name: Ella Reynoso Ramirez
Grade: PK
Homeroom: De Jesus, Jackie



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| CONDUCT | <i>De Jesus, Jackie</i> | 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. | 2 | | |
| | Follows directions. | 4 | | |
| | Exhibits impulse control and self-regulation. | 2 | | |
| | Demonstrates attentive listening. | 3 | | |
| | Engages in learning. | 3 | | |
| | Engages in cooperative play activities with peers. | 2 | | |
| | Respects self, others, and the environment. | 3 | | |
| | Demonstrates responsibility. | 2 | | |

| ENGLISH LANGUAGE ARTS | <i>De Jesus, Jackie</i> |
|-----------------------|-------------------------|
|-----------------------|-------------------------|

| | | | | |
|------------------------|---|---|--|--|
| Phonemic Awareness | Demonstrates phonological awareness. | 4 | | |
| | Understands print concepts. | 3 | | |
| | Applies phonics and word recognition skills. | 4 | | |
| | Demonstrates emergent reading behaviors. | 4 | | |
| | Understands key ideas and details. | 2 | | |
| | Understands craft and structure of texts. | 3 | | |
| Listening and Speaking | Tells stories in a coherent and logical manner. | 2 | | |
| | Follows simple oral directions. | 4 | | |
| | Speaks coherently to communicate wants and needs. | 2 | | |
| | Shows effort in listening and speaking. | 4 | | |
| Writing | Writes name. | 4 | | |
| | Conveys ideas using drawing, dictating and writing. | 4 | | |

| MATHEMATICS | <i>De Jesus, Jackie</i> |
|-------------|-------------------------|
|-------------|-------------------------|

| | | | | |
|-------------|--|---|--|--|
| MATHEMATICS | Recites numbers to 20. | 4 | | |
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| Demonstrates knowledge of positional words. | 4 | | |
| Interprets and creates simple graphs. | 4 | | |

SOCIAL STUDIES

De Jesus, Jackie

| | | | | |
|----------------------------|--|---|--|--|
| 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.

Ella has adapted very well to school. She comes to school with a shy approach but shows confidence in her work. Ella is learning to follow a conversation and to participate in an orderly way. Her attention needs to be refocused often since she tends to divert from the discussion. Ella knows most of the letter sounds and can recognize numbers 1-5.

Student Name: Helena Noguera Espaillat
Grade: PK
Homeroom: De Jesus, Jackie



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| CONDUCT | <i>De Jesus, Jackie</i> | 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. | 4 | | |
| | Engages in cooperative play activities with peers. | 4 | | |
| | Respects self, others, and the environment. | 4 | | |
| | Demonstrates responsibility. | 4 | | |

| ENGLISH LANGUAGE ARTS | <i>De Jesus, Jackie</i> |
|------------------------------|-------------------------|
|------------------------------|-------------------------|

| | | | | |
|------------------------|---|---|--|--|
| Phonemic Awareness | Demonstrates phonological awareness. | 4 | | |
| | Understands print concepts. | 4 | | |
| | Applies phonics and word recognition skills. | 4 | | |
| | 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. | 3 | | |

| MATHEMATICS | <i>De Jesus, Jackie</i> |
|--------------------|-------------------------|
|--------------------|-------------------------|

| | | | | |
|-------------|--|---|--|--|
| MATHEMATICS | Recites numbers to 20. | 4 | | |
| | Recognizes and writes numbers 0 to 9. | 4 | | |
| | 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. | 4 | | |
| Identifies and compares shapes. | 4 | | |
| Demonstrates knowledge of positional words. | 4 | | |
| Interprets and creates simple graphs. | 4 | | |

SOCIAL STUDIES

De Jesus, Jackie

| | | | | |
|----------------------------|--|---|--|--|
| Social Studies and Science | Engages in social studies and science experiential activities and discussions. | 4 | | |
|----------------------------|--|---|--|--|

ATTENDANCE

T1 T2 T3

| | | | |
|-------------|---|--|--|
| Days Absent | 6 | | |
| Days Tardy | 2 | | |

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.

Helena is a sweet girl. She arrives to school with a shy approach but is very confident in her abilities. She enjoys being with her friends, especially Marco and Alfredo, yet she gets along very well with the rest of the class. She is learning to identify letter sounds using the zoo phonics program and is motivated to learn. She is a frequent participant during our conversations and is beginning to build sentences in English.

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 | <i>De Jesus, Jackie</i> | 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 | <i>De Jesus, Jackie</i> | | | |
|-----------------------|-------------------------|--|--|--|
|-----------------------|-------------------------|--|--|--|

| | | | | |
|------------------------|---|---|--|--|
| Phonemic Awareness | Demonstrates phonological awareness. | 4 | | |
| | Understands print concepts. | 4 | | |
| | Applies phonics and word recognition skills. | 4 | | |
| | 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 | <i>De Jesus, Jackie</i> | | | |
|-------------|-------------------------|--|--|--|
|-------------|-------------------------|--|--|--|

| | | | | |
|-------------|--|---|--|--|
| MATHEMATICS | Recites numbers to 20. | 4 | | |
| | Recognizes and writes numbers 0 to 9. | 3 | | |
| | 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. | 4 | | |
| Identifies and compares shapes. | 4 | | |
| Demonstrates knowledge of positional words. | 4 | | |
| Interprets and creates simple graphs. | 4 | | |

SOCIAL STUDIES

De Jesus, Jackie

| | | | | |
|----------------------------|--|---|--|--|
| 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: Kevin-Khay Perez Argiz
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 | <i>De Jesus, Jackie</i> | T1 | T2 | T3 |
|----------------|-------------------------|-----------|-----------|-----------|
|----------------|-------------------------|-----------|-----------|-----------|

| | | | | |
|----------------------|---|---|--|--|
| PHYSICAL DEVELOPMENT | Shows appropriate development of fine motor skills. | 3 | | |
| | 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. | 3 | | |
| | Engages in cooperative play activities with peers. | 4 | | |
| | Respects self, others, and the environment. | 3 | | |
| | Demonstrates responsibility. | 4 | | |

| ENGLISH LANGUAGE ARTS | <i>De Jesus, Jackie</i> |
|------------------------------|-------------------------|
|------------------------------|-------------------------|

| | | | | |
|------------------------|---|---|--|--|
| Phonemic Awareness | Demonstrates phonological awareness. | 2 | | |
| | Understands print concepts. | 2 | | |
| | Applies phonics and word recognition skills. | 3 | | |
| | Demonstrates emergent reading behaviors. | 4 | | |
| | Understands key ideas and details. | 2 | | |
| | Understands craft and structure of texts. | 3 | | |
| Listening and Speaking | Tells stories in a coherent and logical manner. | 4 | | |
| | Follows simple oral directions. | 4 | | |
| | Speaks coherently to communicate wants and needs. | 3 | | |
| | Shows effort in listening and speaking. | 4 | | |
| Writing | Writes name. | 3 | | |
| | Conveys ideas using drawing, dictating and writing. | 4 | | |

| MATHEMATICS | <i>De Jesus, Jackie</i> |
|--------------------|-------------------------|
|--------------------|-------------------------|

| | | | | |
|-------------|--|---|--|--|
| MATHEMATICS | Recites numbers to 20. | 4 | | |
| | Recognizes and writes numbers 0 to 9. | 2 | | |
| | 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. | 3 | | |
| Identifies and compares shapes. | 3 | | |
| Demonstrates knowledge of positional words. | 4 | | |
| Interprets and creates simple graphs. | 4 | | |

SOCIAL STUDIES

De Jesus, Jackie

| | | | | |
|----------------------------|--|---|--|--|
| Social Studies and Science | Engages in social studies and science experiential activities and discussions. | 4 | | |
|----------------------------|--|---|--|--|

ATTENDANCE

T1 T2 T3

| | | | |
|-------------|---|--|--|
| Days Absent | 7 | | |
| Days Tardy | 0 | | |

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.

Kevin has a great disposition towards school. He is a happy boy who enjoys playing and building with the other boys. He is very talkative with his friends but tends to be shy and quiet during our class conversations. Kevin is beginning to understand everything that is said in English and he easily follows directions. His drawings are very detailed and colorful. In class, we are working on helping him pronounce sounds correctly and learning all the letter sounds.

Student Name: Marco Gonzalez Cabral
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 | <i>De Jesus, Jackie</i> | T1 | T2 | T3 |
|---------|-------------------------|----|----|----|
|---------|-------------------------|----|----|----|

| | | | | |
|----------------------|---|---|--|--|
| PHYSICAL DEVELOPMENT | Shows appropriate development of fine motor skills. | 4 | | |
| | Shows appropriate development of gross motor skills. | 5 | | |
| | 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. | 3 | | |
| | Exhibits impulse control and self-regulation. | 3 | | |
| | Demonstrates attentive listening. | 4 | | |
| | Engages in learning. | 3 | | |
| | Engages in cooperative play activities with peers. | 3 | | |
| | Respects self, others, and the environment. | 3 | | |
| | Demonstrates responsibility. | 4 | | |

| ENGLISH LANGUAGE ARTS | <i>De Jesus, Jackie</i> |
|-----------------------|-------------------------|
|-----------------------|-------------------------|

| | | | | |
|------------------------|---|---|--|--|
| Phonemic Awareness | Demonstrates phonological awareness. | 4 | | |
| | Understands print concepts. | 4 | | |
| | Applies phonics and word recognition skills. | 4 | | |
| | 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 | <i>De Jesus, Jackie</i> |
|-------------|-------------------------|
|-------------|-------------------------|

| | | | | |
|-------------|--|---|--|--|
| MATHEMATICS | Recites numbers to 20. | 4 | | |
| | Recognizes and writes numbers 0 to 9. | 4 | | |
| | 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. | 4 | | |
| | Sorts and classifies objects. | 4 | | |

| | | | |
|---|---|--|--|
| Recognizes, duplicates, and extends simple patterns. | 4 | | |
| Compares objects by weight, height, capacity, and size. | 4 | | |
| Identifies and compares shapes. | 3 | | |
| Demonstrates knowledge of positional words. | 4 | | |
| Interprets and creates simple graphs. | 4 | | |

SOCIAL STUDIES

De Jesus, Jackie

| | | | | |
|----------------------------|--|---|--|--|
| Social Studies and Science | Engages in social studies and science experiential activities and discussions. | 4 | | |
|----------------------------|--|---|--|--|

ATTENDANCE

T1 T2 T3

| | | | |
|-------------|---|--|--|
| Days Absent | 0 | | |
| Days Tardy | 1 | | |

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.

Marco always has something to say. He is a strong, athletic and happy boy. He is very friendly and enjoys being at school. He loves to play and especially build with blocks. Marco is learning the letter sounds and shows enthusiasm when a new letter is introduced. He is very active and likes to be praised when he shows proper behavior. He likes to share stories with his friends and is working on taking turns to speak. Marco is beginning to use words and simple phrases, in English, during our conversations. He is to be commended for his attitude towards school.

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

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|------|---|--|
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| 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>De Jesus, Jackie</i> | 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 | <i>De Jesus, Jackie</i> |
|-----------------------|-------------------------|
|-----------------------|-------------------------|

| | | | | |
|------------------------|---|---|--|--|
| Phonemic Awareness | Demonstrates phonological awareness. | 4 | | |
| | Understands print concepts. | 4 | | |
| | Applies phonics and word recognition skills. | 4 | | |
| | 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 | <i>De Jesus, Jackie</i> |
|-------------|-------------------------|
|-------------|-------------------------|

| | | | | |
|-------------|--|---|--|--|
| MATHEMATICS | Recites numbers to 20. | 4 | | |
| | Recognizes and writes numbers 0 to 9. | 4 | | |
| | 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. | 4 | | |
| | Sorts and classifies objects. | 4 | | |

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

SOCIAL STUDIES

De Jesus, Jackie

| | | | | |
|----------------------------|--|---|--|--|
| 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.

Student Name: Violet Terrero
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

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|-------------|---|--|
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| 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>De Jesus, Jackie</i> | T1 | T2 | T3 |
|----------------------|---|-------------------------|----|----|----|
| PHYSICAL DEVELOPMENT | Shows appropriate development of fine motor skills. | | 3 | | |
| | Shows appropriate development of gross motor skills. | | 2 | | |
| | 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. | | 4 | | |
| | 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 | | <i>De Jesus, Jackie</i> | T1 | T2 | T3 |
|------------------------|---|-------------------------|----|----|----|
| Phonemic Awareness | Demonstrates phonological awareness. | | 4 | | |
| Pre-Reading Skills | Understands print concepts. | | 4 | | |
| | Applies phonics and word recognition skills. | | 4 | | |
| | 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. | | 3 | | |
| | Follows simple oral directions. | | 4 | | |
| | Speaks coherently to communicate wants and needs. | | 3 | | |
| | Shows effort in listening and speaking. | | 4 | | |
| Writing | Writes name. | | 3 | | |
| | Conveys ideas using drawing, dictating and writing. | | 4 | | |

| MATHEMATICS | | <i>De Jesus, Jackie</i> | T1 | T2 | T3 |
|-------------|--|-------------------------|----|----|----|
| MATHEMATICS | Recites numbers to 20. | | 4 | | |
| | Recognizes and writes numbers 0 to 9. | | 4 | | |
| | 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. | 3 | | |
| Compares objects by weight, height, capacity, and size. | 4 | | |
| Identifies and compares shapes. | 4 | | |
| Demonstrates knowledge of positional words. | 4 | | |
| Interprets and creates simple graphs. | 4 | | |

SOCIAL STUDIES

De Jesus, Jackie

| | | | | |
|----------------------------|--|---|--|--|
| Social Studies and Science | Engages in social studies and science experiential activities and discussions. | 4 | | |
|----------------------------|--|---|--|--|

ATTENDANCE

T1 T2 T3

| | | | |
|-------------|---|--|--|
| Days Absent | 4 | | |
| Days Tardy | 3 | | |

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.

Violet is a very sweet girl. She arrives to school with a shy approach but then becomes confident when she works. She is very friendly and likes to interact with her classmates. She is very good with games in the ipad and the children enjoy watching her win games. She loves to draw, and her creations are colorful and very detailed. In class, she is working on writing her name correctly and learning the letter sounds.