



**Student Name: Camila Paliza Savinon**

**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**

*Maloney, Michael*

| T1 | T2 | T3 |
|----|----|----|
| 4  |    |    |
| 4  |    |    |
| 4  |    |    |
| 4  |    |    |
| 4  |    |    |

|                    |                                             |
|--------------------|---------------------------------------------|
| Tribes® Agreements | Engages in learning.                        |
|                    | Demonstrates responsibility.                |
|                    | Follows directions.                         |
|                    | Demonstrates attentive listening.           |
|                    | Respects self, others, and the environment. |

**ENGLISH LANGUAGE ARTS**

*Maloney, Michael*

|   |  |  |
|---|--|--|
| 4 |  |  |
| 4 |  |  |
| 4 |  |  |
| 4 |  |  |
| 4 |  |  |
| 4 |  |  |
| 4 |  |  |
| 4 |  |  |
| 4 |  |  |
| 4 |  |  |
| 4 |  |  |
| 4 |  |  |

|                        |                                                     |
|------------------------|-----------------------------------------------------|
| Handwriting            | Uses appropriate strokes to form legible print.     |
| Language               | Uses conventions of standard English grammar.       |
|                        | Acquires and uses new vocabulary.                   |
| 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.                                 |
| Speaking and Listening | Presents knowledge and ideas.                       |
|                        | Expresses knowledge and ideas effectively.          |
| Writing                | Conveys ideas using drawing, dictating and writing. |
|                        | Begins to use some details and description.         |

**MATHEMATICS**

*Maloney, Michael*

|   |  |  |
|---|--|--|
|   |  |  |
| 4 |  |  |
| 4 |  |  |
| 4 |  |  |
|   |  |  |
|   |  |  |
| 4 |  |  |
| 4 |  |  |
| 4 |  |  |
|   |  |  |

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

**SOCIAL STUDIES**

*Maloney, Michael*

|   |  |  |
|---|--|--|
| 4 |  |  |
|---|--|--|

|                         |                                       |
|-------------------------|---------------------------------------|
| Social Studies/Sociales | Understands concepts and uses skills. |
|-------------------------|---------------------------------------|

**SCIENCE**

*Maloney, Michael*

|   |  |  |
|---|--|--|
| 4 |  |  |
|---|--|--|

|                |                                       |
|----------------|---------------------------------------|
| Science/Health | Understands concepts and uses skills. |
|----------------|---------------------------------------|

**PHYSICAL EDUCATION / HEALTH** *Osorio, Mario*

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

U = Understands concepts and uses skills.  
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.