



Ensuring Student Success

Schaumburg Community Consolidated School District 54

2018-2019

Andrew D. DuRoss, Superintendent of Schools

Student Name: Abaco, Amanda
Student ID 159161
School Hoover Elementary
Grade K
Teacher Mrs. Noworul
Principal Ms. Rosenblum

The purpose of the District 54 Report Card is to clearly communicate student proficiency of the Common Core State Standards and student social emotional development. Your child will receive a standards mastery grade in English/Language Arts, Math, Science/Health and Social Studies.

EXPLANATION OF STANDARDS MASTERY GRADES

Standards Mastery Grades for English/Language Arts, Math, Science/Health and Social Studies provide specific information on student progress related to the Common Core State Standards. Each standard is evaluated using a 1-4 scale.

Cumulative Standards Mastery Grades are given for each content area based on an average.

Standards Mastery Grade Scale:

4 - Working Beyond Standards - Student's academic performance consistently demonstrates extension of standards. Student produces high quality work.

3.0-3.9 - Achieving Standards - Student's academic performance regularly meets grade-level standards. Student's work is consistently thorough and generally accurate.

2.0-2.9 - Progressing Toward Standards - Student's academic performance indicates partial mastery of grade level standards. Student is progressing, but mastery is dependent upon adult support.

1.0-1.9 - Working Below Standards - Student's academic performance is consistently below grade-level standards. More time, practice and assistance are needed at school and home to meet standards.

| | First Trimester | Second Trimester | Third Trimester | Total |
|-------------|-----------------|------------------|-----------------|-------|
| Days Absent | 0.0 | 3.5 | 2.0 | 5.5 |
| Days Tardy | 0 | 0 | 2 | 2 |

| Student Name: Abaco, Amanda | 2018-2019 Hoover Elementary | Trimester | | | Final |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------|-----|-----|-------|
| | | 1 | 2 | 3 | |
| Reading | | Teacher: Mrs. Noworul | | | |
| | Standards Mastery Grade | 2.9 | 2.9 | 3.0 | 3 |
| With prompting and support, retell familiar stories, including key details. | | 3 | 3 | 3 | |
| With prompting and support, identify characters, settings, and major events in a story. | | 3 | 3 | 3 | |
| Recognize common types of text. | | 3 | | | |
| With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | | 3 | 3 | 3 | |
| With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | | | 3 | | |
| With prompting and support, identify the main topic and retell key details of a text. | | 3 | 3 | 3 | |
| Identify the front cover, back cover and title page of book. | | 3 | 3 | 3 | |
| With prompting and support, identify the reasons an author gives to support points in a text. | | | 3 | | |
| With prompting and support, identify basic similarities in and differences between two texts on the same topic. | | | 3 | 3 | |
| Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. | | | 3 | 3 | |
| Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | | 3 | | 3 | |
| Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened. | | 3 | 3 | | |
| With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | | 2 | 2 | 3 | |
| Participate in shared research and writing projects. | | | | 3 | |

| Math | | Teacher: Mrs. Noworul | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------|--------|-----|---|
| Standards Mastery Grade | | 2.8 | 3.0 | 3.0 | 3 |
| Count to 100 by ones and by tens. | | 3 | 3 | 3 | |
| Count forward beginning from a given number within the known sequence (instead of having to begin at 1). | | 3 | 3 | 3 | |
| Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). | | 3 | 3 | | |
| Understand the relationship between numbers and quantities; connect counting to cardinality. | | 3 | | | |
| Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. | | 3 | 3 | | |
| Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. | | 3 | 3 | | |
| Compare two numbers between 1 and 10 presented as written numerals. | | 3 | | | |
| Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. | | | 3 | | |
| Solve addition and subtraction word problems, and add and subtract within 10. | | | 3 | | |
| Decompose numbers less than or equal to 10 into pairs in more than one way. | | | 3 | | |
| For any number from 1 to 9, find the number that makes 10 when added to the given number. | | 2 | 3 | | |
| Fluently add and subtract within 5. | | 2 | 3 | 3 | |
| Compose and decompose numbers from 11 to 19 into ten ones and some further ones. | | | 3 | | |
| Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | | | | 3 | |
| Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. | | | | 3 | |
| Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | | | | 3 | |
| Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. | | | | 3 | |
| Correctly name shapes regardless of their orientations or overall size. | | | N A | 3 | |
| Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). | | | | 3 | |
| Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts. | | | N A | 3 | |
| Model shapes in the world by building shapes from components. | | | | 3 | |
| Compose simple shapes to form larger shapes. | | | N A | 3 | |

| Student Name: Abaco, Amanda | 2018-2019 Hoover Elementary | Trimester | | | Final |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------|-----|-----|-------|
| | | 1 | 2 | 3 | |
| Science | | Teacher: Mrs. Noworul | | | |
| Standards Mastery Grade | | 3.0 | 3.0 | 3.0 | 3 |
| Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. | | | 3 | | |
| Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. | | | 3 | | |
| Use observations to describe patterns of what plants and animals (including humans) need to survive. | | | | 3 | |
| Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. | | | | 3 | |
| Use a model to represent the relationship between the needs of different plants or animals (including humans)and the places they live. | | | | 3 | |
| Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. | | | | 3 | |
| Make observations to determine the effect of sunlight on Earth’s surface. | | 3 | | | |
| Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. | | 3 | | | |
| Use and share observations of local weather conditions to describe patterns over time. | | 3 | 3 | | |
| Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. | | | 3 | | |
| Social Science | | Teacher: Mrs. Noworul | | | |
| Standards Mastery Grade | | 3.0 | 2.8 | 3.0 | 3 |
| Describe roles and responsibility of people in authority. | | 3 | 3 | | |
| Explain the need for and purposes of rules in various settings, inside and outside of school. | | 3 | | | |
| Identify and explain how people and goods move from place to place. | | | 2 | 3 | |
| Explain that choices are made because of scarcity (i.e., we don’t have enough money to buy everything we want). | | | | 3 | |
| Compare life in the past with life today. | | 3 | 3 | 3 | |
| Explain the significance of our national holidays and the heroism and achievements of the people associated with them. | | 3 | 3 | 3 | |
| Physical Education and Health | | Teacher: Mrs. Leam | | | |
| Standards Mastery Grade | | 2.7 | 2.7 | 3.0 | 3 |
| Demonstrate competency in a variety of individual, team and fitness activities. | | 3 | 3 | 3 | |
| Demonstrate safety and behavior that respects self and others. | | 2 | 2 | 3 | |
| Participation | | 3 | 3 | 3 | |
| Visual Arts | | Teacher: Mrs. Wiskirchen | | | |
| Standards Mastery Grade | | 3.0 | 3.0 | 3.0 | 3 |
| Demonstrate knowledge of elements and principles of art and their expressive qualities. | | N A | 3 | 3 | |
| Understands and uses appropriate tools and processes to create art. | | 3 | 3 | 3 | |
| Participation | | 3 | 3 | 3 | |
| Music | | Teacher: Ms. Bernacki | | | |
| Standards Mastery Grade | | 3.0 | 3.0 | 3.0 | 3 |
| Applies knowledge of the elements of music through singing, playing, reading, creating, listening to and moving to music. | | 3 | 3 | 3 | |
| Participation | | 3 | 3 | 3 | |

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|--------------------------------------------------------------------------------------------|-----------------------------|--|--|--|-----------|---|---|
| Student Name: Abaco, Amanda | 2018-2019 Hoover Elementary | | | | | | |
| EXPLANATION OF SOCIAL EMOTIONAL DEVELOPMENT PROGRESS TERMS | | | | | | | |
| M Meets Expectations I Improvement Needed | | | | | | | |
| | | | | | Trimester | | |
| | | | | | 1 | 2 | 3 |
| BE RESPONSIBLE | | | | | | | |
| Ask for help when needed. | | | | | M | M | M |
| Identify and manage one's emotions and behavior. | | | | | I | I | I |
| Demonstrate skills related to achieving personal and academic goals. | | | | | M | M | M |
| Complete work assigned by the teacher. | | | | | M | M | M |
| BE RESPECTFUL | | | | | | | |
| Use listening skills to recognize the feelings and perspectives of others. | | | | | M | M | M |
| Identify positive qualities in others. | | | | | I | I | I |
| Use communication and social skills to work collaboratively and interact well with others. | | | | | I | I | I |
| BE SAFE | | | | | | | |
| Make appropriate decisions within a classroom setting. | | | | | M | M | M |
| Make appropriate decisions within a non-structured setting. | | | | | M | M | M |
| Participate in classroom roles to contribute to a positive learning environment. | | | | | M | M | M |

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| 1st TRIMESTER COMMENTS |
| <p>READING: Amanda is reading above grade level at this time. She uses most reading strategies independently and can discuss what she has read. She participates daily in reading acceleration to further strengthen her reading skills. Continue to read daily with her at home. In writing Amanda draws a picture and writes words to go along with her picture. I would like to see Amanda continue to add more detail to her writing by adding more words.</p> <p>MATH: During our first trimester, Amanda continues to build a solid foundation of number sense. She participates daily in math acceleration to challenge her in the area of math. She can count to 100 by 1's, 10's, and 5's so challenge her in the following ways: count even higher, count by 2's, and begin counting by starting from numbers other than 1.</p> <p>HOMEROOM KF: Amanda, you have had a great start to kindergarten and I am so glad to have you as a part of our classroom! You have such a zest for learning and come to school prepared to learn all you can each day and participate in our classroom activities and discussions. Since conference time you have been doing a better job of not shouting out and staying more focused on your own work and learning and not worrying so much about what others are doing, but you still need to work on this. Continue to work on being organized – each paper has a home in your desk - and on being honest and acting with integrity. I know you will continue to make progress in these areas. I am looking forward to a wonderful and successful year with you! ~Mrs. Noworul</p> |
| 2nd TRIMESTER COMMENTS |
| <p>MATH: We recently began our unit on geometry. Students have not been assessed on their knowledge of shapes. Therefore, these areas on the report card have been left blank. We will continue to study and assess these areas during the third trimester.</p> <p>HOMEROOM KF: Amanda, you continue to have a great year in kindergarten! I am proud of the progress you are making! You have wonderful thoughts and ideas and I am so proud of you for waiting to be called on to share them with the class rather than shouting them out. Nice work! At times you to act responsibly and safe within the classroom and treat others with kindness and respect, but this is something you need to keep working on. You know that each day in kindergarten is one step closer to first grade and you make use of every minute and every opportunity to learn. Continue to work on your goal that you set at conference time last month – speak with good purpose and TCOY. I know you will finish the year strong. Keep up the fabulous work! ~Mrs. Noworul</p> |
| 3rd TRIMESTER COMMENTS |
| <p>HOMEROOM KF: Amanda, what a year you have had in kindergarten! I am so proud of how much you have grown as a learner and as a responsible student who acts respectfully in the classroom. I have really enjoyed having you in class this year! I will miss the wonderful thoughts and ideas you would share with the class and your zest for learning! I hope you have a fantastic summer filled with fun and I wish you the best of luck in first grade! Please remember to come back and say hi! ~Mrs. Noworul</p> |