



## Colwich Elementary School

401 S Marian  
Colwich, KS 67030

Student: **Campbell, Scarlett**  
Student Number: **160104**

Homeroom: **3A**  
Grade: **03**  
School Year: **2025**

### CLASS INFORMATION

| Period | Course          | Teacher                 | Length | Q1 | Q2 | Q3 | Q4 | Final |
|--------|-----------------|-------------------------|--------|----|----|----|----|-------|
| 1      | 3 Physical Educ | Winter, Mrs Abigail     | YR     | A+ | A+ | A+ | A+ | A+    |
| 1      | 3 General Music | Mendenhall, Mrs Allyson | YR     | A+ | A+ | A+ | A  | A+    |
| 1      | 3 Reading       | Omo, Mrs Alecia         | YR     | A  | A- | A+ | A+ | A     |
| 1      | 3 Writing/Gramm | Omo, Mrs Alecia         | YR     | A+ | A+ | A  | A+ | A+    |
| 1      | 3 Science       | Kincaid, Mrs Lois       | YR     | A+ | A+ | A+ | A+ | A+    |
| 1      | 3 Social Studie | Kincaid, Mrs Lois       | YR     | A+ | A+ | A+ | A+ | A+    |
| 1      | 3 Math          | Kincaid, Mrs Lois       | YR     | A+ | A  | A+ | A  | A+    |

### ATTENDANCE

| Term | Excused | Unexcused | Other | Absent | Tardy | Term | Excused | Unexcused | Other | Absent | Tardy |
|------|---------|-----------|-------|--------|-------|------|---------|-----------|-------|--------|-------|
| Q1   | 0.00    | 0.00      | 0.00  | 0.00   | 0.00  | Q3   | 0.00    | 0.00      | 0.00  | 0.00   | 0.00  |
| Q2   | 5.00    | 0.00      | 0.00  | 5.00   | 0.00  | Q4   | 0.00    | 0.00      | 0.00  | 0.00   | 0.00  |

Student Name: Campbell, Scarlett  
Student Id: 160104  
State ID #: 5871584241  
Street Address: 208 S Crocker Ct  
Colwich, KS 67030  
949-500-9457

Colwich Elementary School  
Issued on 5/24/2024  
401 S. Marian  
Colwich, KS 67030  
316-796-1331

Cumulative GPA: 0.000  
Cumulative Credit: 9.00  
Class Rank: 1 of 18  
Projected Graduation: 2034  
Birth Date: 02/25/2016  
Current Grade: Second Grade

| 2021-2022 Kindergarten |  |  |  |  |                 |  |  |  |  | 2022-2023 1st Grade |  |  |  |  |                 |  |  |  |  | 2023-2024 Second Grade |  |  |  |  |  |  |  |  |  |
|------------------------|--|--|--|--|-----------------|--|--|--|--|---------------------|--|--|--|--|-----------------|--|--|--|--|------------------------|--|--|--|--|--|--|--|--|--|
| Final Credits          |  |  |  |  | Final Credits   |  |  |  |  | Final Credits       |  |  |  |  | Final Credits   |  |  |  |  |                        |  |  |  |  |  |  |  |  |  |
| K General Music        |  |  |  |  | 1 General Music |  |  |  |  | 2 General Music     |  |  |  |  | 2 General Music |  |  |  |  |                        |  |  |  |  |  |  |  |  |  |
| S 1.000                |  |  |  |  | S 1.000         |  |  |  |  | S 1.000             |  |  |  |  | S 1.000         |  |  |  |  |                        |  |  |  |  |  |  |  |  |  |
| K Physical Educ        |  |  |  |  | 1 Physical Educ |  |  |  |  | 2 Physical Educ     |  |  |  |  | 2 Physical Educ |  |  |  |  |                        |  |  |  |  |  |  |  |  |  |
| S 1.000                |  |  |  |  | S 1.000         |  |  |  |  | S 1.000             |  |  |  |  | S 1.000         |  |  |  |  |                        |  |  |  |  |  |  |  |  |  |
| Kindergarten           |  |  |  |  | First Grade     |  |  |  |  | Second Grade        |  |  |  |  | Second Grade    |  |  |  |  |                        |  |  |  |  |  |  |  |  |  |
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# I Can...

Renwick



USD 267

Student Name: Scarlett Campbell

Teacher: Mrs. Jeanne Ast

Date: 2023-2024

Days Absent

Tardies

| Q1  | Q2 | Q3 | Q4  |
|-----|----|----|-----|
| 3,5 | 9  | 0  | 2.5 |
| 0   | 0  | 0  | 0   |

**Indicators: Academic Performance and Behavior**

3: The student consistently shows mastery of grade level expectations.

2: The student is progressing towards mastery.

1: The student is not yet consistent in demonstrating progress necessary.

Blank: This item was not assessed during the school quarter.

## Second Grade Report Card

### 2nd Grade Readiness Skills

|   |   |   |   |   |
|---|---|---|---|---|
| listen carefully and follow directions.       | 3 | 3 | 3 | 3 |
| participate in class and group activities.    | 3 | 3 | 3 | 3 |
| work independently.                           | 3 | 3 | 3 | 3 |
| demonstrate self-confidence and perseverance. | 3 | 3 | 3 | 3 |
| make good use of time.                        | 3 | 3 | 3 | 3 |
| complete neat and legible work.               | 3 | 3 | 3 | 3 |
| accept responsibility.                        | 3 | 3 | 3 | 3 |
| obey classroom rules.                         | 3 | 3 | 3 | 3 |
| behave honestly.                              | 3 | 3 | 3 | 3 |

### ELA (Foundational, Literature, Informational, Speaking and Listening, Writing)

|   |   |   |   |   |
|---|---|---|---|---|
| identify the main topic and retell key details from text.   | 3 | 3 | 3 | 3 |
| recognize and read grade appropriate words.   | 3 | 3 | 3 | 3 |
| read grade level text with few mistakes and expression.   | 3 | 3 | 3 | 3 |
| describe a story's plot.  | 2 | 3 | 3 | 3 |
| compare and contrast text.  |   | 2 | 3 | 3 |
| write a narrative, opinion or informative text with an introduction, details and conclusion.                                      | 2 | 2 | 2 | 3 |
| use conventions (punctuation, capitalization, grammar and paragraph format).  | 2 | 2 | 2 | 3 |
| understand and use parts of speech (collective nouns, reflexive pronouns, adjectives, adverbs, irregular plural nouns and verbs). | 2 | 2 | 2 | 3 |
| apply learned spelling patterns when writing independently.   | 3 | 3 | 3 | 3 |
| demonstrate active listening.   | 3 | 3 | 3 | 3 |
| speak clearly in complete sentences, sharing key details.   | 3 | 3 | 3 | 3 |

### Math (Operations and Algebraic Thinking, Numbers and Operations, Measurement and Data, and Geometry)

|  |   |   |   |   |
|--|---|---|---|---|
| solve word problems.                             | 2 | 2 | 3 | 3 |
| fluently add numbers within 20.                  | 3 | 3 | 3 | 3 |
| fluently subtract numbers within 20.             | 3 | 3 | 3 | 3 |
| understand the place value system through 1,000. | 3 | 3 | 3 | 3 |
| subtract numbers within 1,000.                   | 2 | 2 | 3 | 3 |
| add numbers within 1,000.                        | 2 | 2 | 3 | 3 |
| tell time to the nearest five minutes.           | 2 | 2 | 2 | 3 |
| organize and read graphs.                        |   | 2 | 3 | 3 |

|  |   |   |   |   |
|--|---|---|---|---|
| understand and apply money concepts.   | 2 | 2 | 2 | 3 |
| measure and estimate lengths in standard units.  | 2 | 2 | 2 | 3 |
| recognize shapes and their attributes.   |   | 2 | 2 | 3 |
| understand and use fractional terms (halves, fourths, thirds, half of, third of, and one whole). |   | 2 | 2 | 3 |

#### Social Studies (Cultural, Social Emotional, History, Civics/Government, Geography and Economics)

|  |   |   |   |   |
|--|---|---|---|---|
| tell how peoples' lives and experiences are the same and different.            | 2 | 2 | 3 | 3 |
| compare societies in the past to societies today using stories based on facts. | 2 | 2 | 2 | 3 |
| explain how people have always worked together to accomplish common tasks.     | 2 | 2 | 3 | 3 |
| use maps and other representations to describe places past and present.        | 2 | 2 | 2 | 3 |
| understand how goods, services, supply and demand shape the past and present.  | 3 | 3 | 3 | 3 |

#### Science (Structure and Properties of Matter, Relationships in Ecosystems, and Processes that Shape the Earth)

|   |   |   |   |   |
|---|---|---|---|---|
| demonstrate an understanding of matter and its properties.          |   | 3 | 3 | 3 |
| demonstrate an understanding of relationships in ecosystems.        | 2 | 2 | 3 | 3 |
| demonstrate an understanding of how wind and water shape the Earth. |   | 2 | 2 | 3 |

## Report Card Comments

Q1: Scarlett is a joy to have in the classroom! She is polite, hard-working, and always has a smile on her face. Academically she is doing great! She is highly motivated and a great worker! Her oral reading along with her comprehension are very good. She has creative thoughts in writing. Scarlett understands the math concepts we are working on. Keep up the great work, Scarlett!

Q2: Scarlett is fun to have in the classroom. She has a great personality! Academically, she is doing great in both reading and math! Her work is always neat and she takes pride in what she does. She is a great leader in the classroom! We have just started learning to write in cursive and she is very excited about it! Keep up the great work, Scarlett!

Q3: Scarlett shines in her social skills. She shows kindness and empathy towards her peers. She excels both in reading fluency and comprehension. She also demonstrates proficiency in math. Keep shining and doing your best, Scarlett!

Q4: You did it Scarlett! It was fun having you in class! Keep reading over the summer, and have a fun and safe summer!

**Renwick USD 267 will develop all students  
into contributing members of society.**

# I Can...

Renwick



USD 267

Date: 2022-2023

Days Absent  
Tardies

Scarlett Campbell

Mrs. Kyle Steele

| Q1 | Q2 | Q3 | Q4 |
|----|----|----|----|
| 1  | 0  | 1  | 3  |
| 0  | 0  | 1  | 1  |

**Indicators: Academic Performance and Behavior**

3: The student consistently shows mastery of grade level expectations.  
2: The student is progressing towards mastery.  
1: The student is not yet consistent in demonstrating progress necessary.  
Blank: This item was not assessed during the school quarter.

## First Grade Report Card

### 1st Grade Readiness Skills

|   |   |   |   |   |
|---|---|---|---|---|
| listen carefully and follow directions.       | 3 | 3 | 3 | 3 |
| participate in class and group activities.    | 3 | 3 | 3 | 3 |
| work independently.                           | 3 | 3 | 3 | 3 |
| demonstrate self-confidence and perseverance. | 3 | 3 | 3 | 3 |
| make good use of time.                        | 3 | 3 | 3 | 3 |
| do neat and legible work.                     | 3 | 3 | 3 | 3 |
| accept responsibility.                        | 3 | 3 | 3 | 3 |
| obey classroom rules.                         | 3 | 3 | 3 | 3 |
| behave honestly.                              | 3 | 3 | 3 | 3 |
| be respectful.                                | 3 | 3 | 3 | 3 |

### ELA (Foundational, Literature, Informational, Speaking and Listening, Writing)

|  |   |   |   |   |
|--|---|---|---|---|
| identify parts of a book (book-cover, title page, table of contents, illustrations).                           | 2 | 2 | 3 | 3 |
| break apart individual sounds in a single word.  |   | 2 | 3 | 3 |
| use letter sounds to figure out a word I am reading.   |   | 2 | 3 | 3 |
| code cvc words (hat, bat).   |   | 3 | 3 | 3 |
| break words into syllables.  |   | 2 | 3 | 3 |
| name the words that form a compound word.  |   |   |   | 3 |
| read aloud with appropriate expression.  |   | 3 | 3 | 3 |
| read and reread stories with spelling patterns I know.   | 2 | 2 | 3 | 3 |
| read grade level high frequency words.   | 2 | 3 | 3 | 3 |
| ask and answer 5W questions in text.   |   | 2 | 2 | 3 |
| describe character, setting, and major events in a story.  |   |   | 2 | 3 |
| make predictions in stories.   |   |   | 2 | 3 |
| read fiction and nonfiction stories at grade level while asking and answering questions.                       |   | 2 | 3 | 3 |
| retell a story I have read or one that has been read to me and include details.                                |   |   | 2 | 3 |
| compare and contrast stories and informational text.   |   |   |   | 3 |
| read independently for a sustained period.   | 3 | 3 | 3 | 3 |
| identify text features (heading, table of contents, glossary, captions, bold words, diagram.)                  |   |   |   | 3 |
| identify author's purpose in various texts.  |   |   |   | 3 |
| identify the main topic and details of a text.   |   |   |   | 2 |
| speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings and ideas clearly. |   | 3 | 3 | 3 |
| write words using letter sounds.   |   | 2 | 3 | 3 |
| write a story in the order it happens.   |   |   | 2 | 3 |



|   |  |   |   |   |
|---|--|---|---|---|
| write text with various purposes and genres.        |  |   | 3 | 3 |
| use proper punctuation to begin and end a sentence. |  | 2 | 3 | 3 |

#### Math (Operations and Algebraic Thinking, Numbers and Operations, Measurement and Data, and Geometry)

|   |   |   |   |   |
|---|---|---|---|---|
| add and subtract fluently within 10.  | 2 | 2 | 2 | 3 |
| add within 20.  |   |   | 3 | 3 |
| subtract within 20.   |   |   | 2 | 2 |
| represent and solve problems involving addition and subtraction.                    |   | 2 | 2 | 2 |
| count to 120 starting at any given number.  | 2 | 2 | 3 | 3 |
| understand place value to the hundreds place.                                       |   |   |   | 3 |
| use place value understanding and the properties of operations to add and subtract. |   |   |   | 2 |
| measure lengths (inches and centimeters).   |   |   | 2 | 3 |
| tell and write time to the hour and half hour.                                      |   | 2 | 3 | 3 |
| represent and interpret data.   |   |   | 3 | 3 |
| reason with shapes and their attributes.  |   |   |   | 3 |

#### Social Studies (Cultural, Social Emotional, History, Civics/Government, Geography and Economics)

|  |   |   |   |   |
|--|---|---|---|---|
| talk about my family and myself.   | 3 | 3 | 3 | 3 |
| create a timeline using multiple events.                                       |   |   | 2 | 3 |
| participate in creating rules.   | 3 | 3 | 3 | 3 |
| describe the purpose of maps and globes and use them to locate major features. |   |   | 3 | 3 |
| describe a responsibility in providing wants and needs.                        |   |   |   | 3 |

#### Science (Light and Sound, Information Processing, Space Patterns and Cycles)

|  |  |   |   |   |
|--|--|---|---|---|
| understand concepts of waves, light and sound.                         |  |   | 2 | 3 |
| understand concepts of structure, function and information processing. |  | 2 | 2 | 3 |
| understand ongoing concepts of space systems.                          |  |   | 3 | 3 |

## Report Card Comments

Q1: Scarlett is so kind, respectful, and friendly to her classmates and teachers. She is very conscientious and works hard to complete a task to the best of her ability.

Q2: Scarlett continues to work hard, be respectful, and is a wonderful friend to her classmates. She is excelling in areas of reading and math.

Q3: Scarlett is still doing amazing in first grade. She works hard, is a wonderful friend, and keeps up with learning. new content. She is a joy to have in class. Keep reading daily, practicing the /th/ sound, and working on math fact fluency.

Q4: Scarlett grew so much this year and was a joy to have in class. Keep reading and practicing math facts over the summer. Good luck in 2nd grade!

**Renwick USD 267 will develop all students  
into contributing members of society.**



# Kindergarten Report Card

|  |
|--|
| <b>Student:</b> Scarlett Campbell        |
| <b>Academic Year:</b> 2021-2022          |
| <b>School:</b> Colwich Elementary School |
| <b>Teacher Name:</b> Mrs. Terry          |

| <b>Readiness to Learn</b>                   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
|---|----------|----------|----------|----------|
| Listens carefully & follows directions      | S        | S        | S        | S        |
| Participates in class & group activities    | S        | S        | S        | S        |
| Works Independently                         | S        | S        | S        | S        |
| Keeps hands, feet and objects to themselves | S        | S        | S        | S        |
| Listens without interrupting                | S        | S        | S        | S        |
| Begins and completes work on time           | S        | S        | S        | S        |
| Works and plays cooperatively with peers    | S        | S        | S        | S        |
| Obeys classroom rules                       | S        | S        | S        | S        |
| Accepts responsibility for own actions      | S        | S        | S        | S        |

| <b>Attendance</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
|-------------------|----------|----------|----------|----------|
| Days Absent       | 4        | 1        | 0        | 0        |
| Tardies           | 1        | 0        | 0        | 0        |

*S=Satisfactory*

*I=Improvement Needed*

| <b>Kindergarten Readiness Skills</b>    | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
|---|----------|----------|----------|----------|
| Writes first and last name (1)          | 2        | 2        | 2        | 3        |
| Recites parents first and last name (1) | 3        | 3        | 3        | 3        |
| Recites birthday (1)                    | 3        | 3        | 3        | 3        |
| Recites phone number (1)                | 1        | 2        | 2        | 2        |
| Recites address (1)                     | 1        | 2        | 2        | 2        |
| Recites days of the week (1)            | 2        | 3        | 3        | 3        |
| Recites months of the year (1)          | 2        | 3        | 3        | 3        |
| Recites seasons (1)                     | 3        | 3        | 3        | 3        |
| Recognizes colors (1)                   | 2        | 3        | 3        | 3        |

3=Mastered

2=Developing Skill

1=Needs Improvement

(#) Number in parentheses denotes when the skill is first assessed

Shaded box denotes when the skill is expected to be mastered.

| <b>English Language Arts</b>                          |          |          |          |          |
|---|----------|----------|----------|----------|
|   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| <b>Literature &amp; Informational Text</b>            |          |          |          |          |
| 1. Identifies characters, setting & major events. (1) | 3        | 3        | 3        | 3        |
| 2. Identifies topics & key details (1)                | 3        | 3        | 3        | 3        |
| <b>Foundational Skills</b>                            |          |          |          |          |
| 1. Hears rhyming words (1)                            | 3        | 3        | 3        | 3        |
| 2. Produces rhyming words (1)                         | 3        | 3        | 3        | 3        |
| <b>Writing</b>  |          |          |          |          |
| 1. Demonstrates picture writing (1)                   | 2        | 3        | 3        | 3        |
| 2. Attempts phonetic spelling (1)                     | 2        | 3        | 3        | 3        |
| 3. Shares ideas through writing. (1)                  | 2        | 2        | 3        | 3        |
| <b>Speaking &amp; Listening</b>                       |          |          |          |          |
| 1. Listens & takes turn speaking. (1)                 | 3        | 3        | 3        | 3        |
| 2. Expresses thoughts clearly (1)                     | 3        | 3        | 3        | 3        |

**Mathematics****Counting & Cardinality**

|    |  |   |   |   |   |
|----|--|---|---|---|---|
| 1. | Student is able to count to 100 by ones. (1)       | 2 | 2 | 3 | 3 |
| 2. | Student is able to count to 100 by tens (2)        |   | 3 | 3 | 3 |
| 3. | Student is able to count to 100 by fives . (2)     |   | 2 | 3 | 3 |
| 4. | Student is able to write numbers from 0 to 20. (1) | 2 | 2 | 2 | 2 |

**Operations and Algebraic Thinking**

|    |   |  |   |   |   |
|----|---|--|---|---|---|
| 1. | Student is able to add with objects. (2)                |  | 3 | 3 | 3 |
| 2. | Student is able to subtract with objects. (3)           |  |   | 3 | 3 |
| 3. | Student is able to solve addition word problems. (2)    |  | 3 | 3 | 3 |
| 4. | Student is able to solve subtraction word problems. (3) |  |   | 3 | 3 |

**Geometry**

|    |   |  |   |   |   |
|----|---|--|---|---|---|
| 1. | Student is able to name 5-2D shapes (4) |  | 3 | 3 | 3 |
| 2. | Student is able to name 5-3D shapes (4) |  | 3 | 3 | 3 |

**Social Studies**

|    |   |   |   |   |   |
|----|---|---|---|---|---|
| 1. | Participates in Social Studies activities based on Sense of Self. | 3 | 3 | 3 | 3 |
|----|---|---|---|---|---|

**Science**

|    |   |   |   |   |   |
|----|---|---|---|---|---|
| 1. | Understands ongoing concepts of Forces and Interactions (1)                 | 2 | 2 | 2 | 3 |
| 2. | Understands ongoing concepts of Independent Relationships in Ecosystems (1) | 2 | 2 | 2 | 3 |
| 3. | Understands ongoing concepts of Weather and Climate (1)                     | 2 | 2 | 2 | 3 |