

Ventura, Ace <u>Grade</u> KG

Barton Elementary Kelly Giddens

Elementary <u>Phone</u>

(972)600-4100

Description	Teacher	Comments	1	2	3	4	5	6
Reading	MC ELHANEY, SANDRA L							
Identify and gene	erate rhyming words		1	NA	NA	NA	NA	NA
Identify the soun	ids that letters represent		1	NA	NA	NA	NA	NA
Make predictions	s based on the title, cover or illustrations		1	NA	NA	NA	NA	NA
Ask or respond t	o questions about text heard or read		NA	NA	NA	NA	NA	NA
Read words usir	ng knowledge of letter-sound relationships		NA	NA	NA	NA	NA	NA
Identify and read	at least 25 high frequency words		NA	NA	NA	NA	NA	NA
Retell an event of	or important facts from a text heard or read		NA	NA	NA	NA	NA	NA
Recognize that r	new words are created when letters are change	ed, added or deleted	NA	NA	NA	NA	NA	NA
Identify the topic	and details in expository texts heard or read		NA	NA	NA	NA	NA	NA
Identify and sort	pictures into categories		NA	NA	NA	NA	NA	NA
Make connection	ns to own experiences, other texts, or the world	d when reading	NA	NA	NA	NA	NA	NA
Make inferences	about text and use evidence to support under	standing	NA	NA	NA	NA	NA	NA
Writing								
Form upper and	lower case letters correctly		NA	NA	NA	NA	NA	NA
Use letter knowle	edge to match sounds to letters and spell word	ls	NA	NA	NA	NA	NA	NA
Generate ideas	for writing		NA	NA	NA	NA	NA	NA
Dictate or write s	sentences with correct punctuation, capitalizati	on, and spacing	NA	NA	NA	NA	NA	NA
Understand and	use the parts of speech in reading, writing and	I speaking	NA	NA	NA	NA	NA	NA
Develop stories	by dictating or writing sentences in order		NA	NA	NA	NA	NA	NA
Edit writing by le	aving spaces between letters and words		NA	NA	NA	NA	NA	NA
Revise by adding	g details to sentences		NA	NA	NA	NA	NA	NA
<b>Mathematics</b>	MC ELHANEY, SANDRA L							
Compose & dec	ompose 10 with objects		NA	NA	NA	NA	NA	NA
Identify two-dime	ensional shapes: Circle, Triangle, Rectangle, S	quare	NA	NA	NA	NA	NA	NA
Identify attribute	s of two-dimensional shapes		NA	NA	NA	NA	NA	NA
Read, write & re	present whole numbers up to 20 with & withou	t objects or pictures	NA	NA	NA	NA	NA	NA
Use comparative	e language to describe two numbers up to 20 p	resented as numerals	NA	NA	NA	NA	NA	NA
Count forward &	backward to at least 20 with & without objects		NA	NA	NA	NA	NA	NA
Model the action	of joining to represent addition & separating to	o represent subtraction	NA	NA	NA	NA	NA	NA
Explain the strat	egies used to solve problems involving addition	n & subtraction up to 10	NA	NA	NA	NA	NA	NA
Recite numbers	up to at least 100 by ones & tens		NA	NA	NA	NA	NA	NA
Compare two ob	jects with a common measurable attribute & e	xplain the difference	NA	NA	NA	NA	NA	NA
Identify three-dir	nensional shapes: Cyliner, Cone, Sphere, Cub	e	NA	NA	NA	NA	NA	NA
Solve word prob	lems using objects & drawings to find sums &	differences up to 10	NA	NA	NA	NA	NA	NA
<u>Science</u>	MC ELHANEY, SANDRA L							
Demonstrates sa	afe practices during investigations		NA	NA	NA	NA	NA	NA
Uses tools to ma	ake observations and collect data		NA	NA	NA	NA	NA	NA
Participates in pl	lanning and conducting investigations		NA	NA	NA	NA	NA	NA
Makes prediction	ns and asks questions		NA	NA	NA	NA	NA	NA
Records, organiz	zes, and communicates data		NA	NA	NA	NA	NA	NA
Observes and re	ecords properties of objects		NA	NA	NA	NA	NA	NA
Discusses how r	naterials can be changed by heating or cooling	]	NA	NA	NA	NA	NA	NA
Explores forms of	of energy and interactions between magnets a	nd materials	NA	NA	NA	NA	NA	NA
Observes and de	escribes the location of an object and ways that	t it can move	NA	NA	NA	NA	NA	NA

Description       Teacher       Commonst       1       2       3       4       5       6         Observe and decribe hypesing property patterns (passion, day/hight) and describes objects in the NA	PR-893   Form No. 893-007-E	Revised August 2016						Date P	rinted: 9/20/20	
Model: the work having pressing patients (wassons, daying/h) and describes objects in the NA <th>•</th> <th></th> <th>Comments</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th>	•		Comments							
sky (chouds, Moon, stars) Observes no changes an plant life cycle and ways young plants resemble the parent plant NA NA NA NA NA NA NA NA NA Description of and non-twing they and non-twing they are useful in the parent plant NA NA NA NA NA NA NA NA Description of the plant and and they be not plants and and they be not plant in the parent plant NA NA NA NA NA NA NA Becall Bandles MC ELHANEY, SANDRA L Monthly A participate in the behaviors of a good discenting or plants resemble the parent plant NA NA NA NA NA NA NA NA NA Becall Bandles MC ELHANEY, SANDRA L Monthly A participate in the behaviors of a good discenting or plants resemble the parent plant NA NA NA NA NA NA NA NA Becall Bandles & MC ELHANEY, SANDRA L Monthly A participate in the behaviors of a good discenting and the importance of jobs NA NA NA NA NA NA NA NA Becall Bandles & MA NA NA NA NA NA NA NA NA Behaviors & customs related to holdsays, colobrations, patriotic symbols, & family NA NA NA NA NA NA NA Behaviors & Customs related to holdsays, colobrations, patriotic symbols, & family NA NA NA NA NA NA NA Behavior MA NA NA NA NA NA NA NA NA Behavior MA NA NA NA NA NA NA NA NA Behavior MA NA NA NA NA NA NA NA Behavior MA NA NA NA NA NA NA NA Practice Social Shudsa shills, including creating & interprinting visualis; categorizing, & NA NA NA NA NA NA NA A		0			NA	NA	NA	NA	NA	
Conserve and describes physical properties of each materialia and ways they are useful.       NA       NA </td <td></td> <td></td> <td>//night) and describes objects in the</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td>			//night) and describes objects in the	NA	NA	NA	NA	NA	NA	
Note State Creeds       NA			erials and ways they are useful	NA	NA	NA	NA	NA	NA	
Cenerols the changes in a plant life cycle and ways young plant reamble the parent plant NA	Differentiates between living and non -living things and determines that living organisms			NA	NA	NA	NA	NA	NA	
Instruction       NA		in a plant life cycle and ways you	ng plants resemble the parent plant	ΝΔ	ΝΔ	ΝΔ	NΔ	ΝΔ	ΝΔ	
Characteristics       MC ELHANEY, SANDRA L       MA       NA       NA </td <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>										
Identify sparticipate in the behaviors of a good dizen       NA       N	characteristics		into groupo buoca on priyoloar	INA	INA	NA .	NA	INA	IN/A	
Identify rules & the purpose for rules; identify authorly figures that make & enforce rules       NA		,	AL							
Explain the difference between needs & wants, explain the importance of jobs       NA       <		-								
Explain the traditions & customs related to holidays, celebrations, patricitic symbols, & family NA										
Identify the actions of historical figures & good citizens       NA       <										
Identify the human and physical characteristics of a place       NA       <			brations, patriotic symbols, & family	NA						
Identify & describe the Importance of technology       NA	-			NA						
Practice Social Studies skills, including oreating & interpreting visuals; categorizing: & NA       NA <t< td=""><td></td><td></td><td>9</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td></t<>			9	NA	NA	NA	NA	NA	NA	
Problem solving Provided Education Porticial Porticial Education Porticial Education Porticial Porticial Education Porticial Porticial Education Porticial P	Identify & describe the	importance of technology		NA	NA	NA	NA	NA	NA	
Physical Education       PEREZ, JUANITA M         Behavior       A       A       A       A       A       A         Behavior       ACKSON, JENNIFER       A       A       A       A       A         Behavior       STRAWBRIDGE, WILLIAM S       STRAWBRIDGE, WILLIAM S       A       A       A       A       A       A         Music       STRAWBRIDGE, WILLIAM S       MC ELHANEY, SANDRA L       +		skills, including creating & interpr	eting visuals; categorizing; &	NA	NA	NA	NA	NA	NA	
Behavior A <td></td> <td>PEREZ. JUANITA M</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>		PEREZ. JUANITA M								
Att       JACKSON, JENNIFER         Behavior       A <td< td=""><td>Behavior</td><td>,</td><td></td><td>А</td><td>А</td><td>А</td><td>А</td><td>А</td><td>А</td></td<>	Behavior	,		А	А	А	А	А	А	
Behavior       A       A       A       A       A       A       A       A       A         Music       STRAWBRIDGE, WILLIAM S       Bahavior       A<	Art	JACKSON JENNIFER								
Music       STRAWBRIDGE, WILLIAM S         Behavior       A				Δ	Δ	Δ	Δ	Δ	Δ	
Behavior       A<	Music	STRAWBRIDGE WILL	AMS		7	~	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	~~~~		
Academic Work Habits       MC ELHANEY, SANDRA L         Follow directions, rules, and routines       +		STRAWBRIDGE, WILLI	AM 0	Δ	Δ	Δ	Δ	Δ	Δ	
Follow directions, rules, and routines       +	Academic Work Habits	MC ELHANEY SANDR	Δ Ι	~	/	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	7.	Λ	~	
Respect self, others, and school property       + </td <td></td> <td></td> <td></td> <td>+</td> <td>+</td> <td>+</td> <td>+</td> <td>+</td> <td>+</td>				+	+	+	+	+	+	
Stay on task and participate in class activities       +										
Listen attentively and is quiet at appropriate times Accept responsibility for own actions Speak in complete sentences + + + + + + + + + + + + + + + + + + +										
Accept responsibility for own actions       +										
Speak in complete sentences       +	-									
escription       Current YTD       Work Habits         ays Absent       0       0       + student is demonstrating work habit       A.Aways meets behavior expectations B - Usually meets behavior expectations c - Meets behavior expectations B - Usually meets behavior expectations C - Meets behavior expectations B - Usually meets behavior expectations C - Meets behavior expectations C - Meets behavior expectations B - Usually meets behavior expectations C - Meets behavior expectations B - Usually meets behavior expectations C - Meets behavior expectations B - Usually meets behavior expectations C - Meets behavior expectations C - Meets behavior expectations B - Usually meets behavior expectations C - Meets behavior expectation C - Meets behavi										
ays Absent       0       + student is demonstrating work habit       - Always meets behavior expectations       + Satisfactory Progress         ays Tardy       0       1       - student is not demonstrating work habit       - Meets behavior expectations       + Neted More Time and Help         ays Present       0       12       - Meets behavior expectations       + Neted More Time and Help         ays Present       0       12       - Often fails to meet behavior expectations       + Neted More Time and Help         on level with enrichment activities being provided       - Often fails to meet behavior expectations       + Neted More Time and Help         On level with accommodations       - Often fails to meet behavior expectations       - Needs More Time and Help         Special Education Services are provided in this subject area       - Often fails to meet behavior expectations       NA Not Assessed         Instruction provided in Spanish       - State law requires that students be in attendance at least 90 percent of the school year to be eligible for promotion         Spanish Instruction provided in Spanish       - Absences and/or Tardies are Hindering Progress       - Midergarten retention is discouraged. Exceptions will be allowed only when the parent, the classroom teacher explaining the reason for the child's absence.         Promotion Requirements       - Alward meet explaining the reason for the child's academic progress and social development. Only through close communication and cooperation between h	Speak in complete sen	lences		+	+	+	+	+	+	
<ul> <li>On level with enrichment activities being provided</li> <li>On level with accommodations</li> <li>Below grade level objectives being taught</li> <li>Special Education Services are provided in this subject area</li> <li>Instruction provided in Spanish</li> <li>Spanish Instruction provided as needed</li> <li>Contact Teacher for Conference</li> <li>Tutoring Needed</li> <li>Retention is a Possibility</li> <li>Absences and/or Tardies are Hindering Progress</li> <li>burn child will be:</li> <li>promotion/retention pending required state assessment results (grade 5).</li> </ul>	Days Absent 0 0 Days Tardy 0 1	<ul> <li>student is demonstrating work habit</li> <li>student is not</li> </ul>	A - Always meets behavior expectations       +       Satisfactory Progress         B - Usually meets behavior expectations       /       Making Progress         C - Meets behavior expectations when reminded       -       Needs More Time and Help         F - Often fails to meet behavior expectations       NA       Not Assessed							
On level with accommodations       On level with accommodations         Do level with accommodations       On level with accommodations         Below grade level objectives being taught       Special Education Services are provided in this subject area         Subject area       State law requires that students be in attendance at least 90 percent of the school year to be eligible for promotel         Special Education provided in Spanish       State law requires that students be in attendance at least 90 percent of the school year to be eligible for promotel         Special Education provided as needed       On text reacher for Conference         Tutoring Needed       Peromotion Requirements         Kindergarten retention is a Possibility       Absences and/or Tardies are Hindering Progress	omment Key				Attenda	ince Requiremen	<u>ts</u>			
<ul> <li>Below grade level objectives being taught</li> <li>Special Education Services are provided in this subject area</li> <li>English as a Second Language instruction provided in this subject area</li> <li>Instruction provided in Spanish</li> <li>Spanish Instruction provided as needed</li> <li>Contact Teacher for Conference</li> <li>Tutoring Needed</li> <li>Retention is a Possibility</li> <li>Absences and/or Tardies are Hindering Progress</li> <li>promoted to grade next year.</li> <li>promotion/retention pending required state assessment results (grade 5).</li> </ul>		01						ım benefit fi	rom the	
<ul> <li>Instruction provided in Spanish</li> <li>Instruction provided in Spanish</li> <li>Spanish Instruction provided as needed</li> <li>Contact Teacher for Conference</li> <li>Tutoring Needed</li> <li>Retention is a Possibility</li> <li>Absences and/or Tardies are Hindering Progress</li> <li>more to the classroom teacher explaining the reason for the child's absence.</li> <li>Men it is necessary for a child to be absent from school, the parent is requested to telephone the school attendance clerk and report such absence. On the first day the child returns to school, the parent must send note to the classroom teacher explaining the reason for the child's absence.</li> <li>Promotion Requirements</li> <li>Kindergarten retention is discouraged. Exceptions will be allowed only when the parent, the classroom teacher, principal reach consensus that retention is in the best interest of the student.</li> <li>promoted to grade next year.</li> <li>promotion/retention pending required state assessment results (grade 5).</li> </ul>	2 Below grade level objective:	s being taught	instructional program and to develop habits of responsibility and self-discipline.							
<ul> <li>Instruction provided in Spanish</li> <li>Spanish Instruction provided as needed</li> <li>Contact Teacher for Conference</li> <li>Tutoring Needed</li> <li>Retention is a Possibility</li> <li>Absences and/or Tardies are Hindering Progress</li> <li> promoted to grade next year.</li> <li> promoted to grade next year.</li> <li> promotion/retention pending required state assessment results (grade 5).</li> </ul>			State law requires that students	be in atter	ndance at	least 90 percent o	f the school year	to be eligib	le for promotic	
<ul> <li>7 Spanish Instruction provided as needed</li> <li>2 Contact Teacher for Conference</li> <li>1 Tutoring Needed</li> <li>2 Retention is a Possibility</li> <li>4 Absences and/or Tardies are Hindering Progress</li> <li></li></ul>	subject area	0								
Contact Teacher for Conference     Tutoring Needed     Retention is a Possibility     Absences and/or Tardies are Hindering Progress	7 Spanish Instruction provided	d as needed						ol, the pare	nt must send	
<ul> <li>Retention is a Possibility</li> <li>Absences and/or Tardies are Hindering Progress</li> <li><u>our child will be:</u></li> <li><u>promoted to grade next year.</u></li> <li><u>promotion/retention pending required state assessment results (grade 5).</u></li> </ul> Kindergarten retention is discouraged. Exceptions will be allowed only when the parent, the classroom teacher, principal reach consensus that retention is in the best interest of the student. This report card contains an evaluation of your child's academic progress and social development. Only through close communication and cooperation between home and school can your child's educational welfare be best served.		ence			-					
principal reach consensus that retention is in the best interest of the student.          pur child will be:	2 Retention is a Possibility									
promoted to grade next year. promotion/retention pending required state assessment results (grade 5). This report card contains an evaluation of your child's academic progress and social development. Only through close communication and cooperation between home and school can your child's educational welfare be best served.		<b>a</b>								
retained in gradenext year. This report card contains an evaluation of your child's academic progress and social development. Only through close communication and cooperation between home and school can your child's educational welfare be best served.	our child will be:									
Please sign below, cut along the dotted line, and return it to your child's teacher.	<pre>_ retained in grade ne _ promotion/retention pend</pre>	ext year.	through close communication a							
			Please sign below, cut along the dotted line, and return it to your child's teacher.							

Parent Comments: