

BLOOMINGTON  
Grade KG Progress Report

Attendance Summary:

| S1     |       | S2     |       | Total  |       |
|--------|-------|--------|-------|--------|-------|
| Absent | Tardy | Absent | Tardy | Absent | Tardy |
| -      | -     | -      | -     | -      | -     |

| Academic Performance Level for Elementary Grades |                      |                    |                   |                  |              |
|--------------------------------------------------|----------------------|--------------------|-------------------|------------------|--------------|
| Name                                             | Exceeds Expectations | Meets Expectations | Developing Skills | Beginning Skills | Not Assessed |
| Score                                            | 4                    | 3                  | 2                 | 1                | NA           |

| ELEMENTARY STANDARDS                                                                                                                                                                                                 |      |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----|
|                                                                                                                                                                                                                      | Term |    |
|                                                                                                                                                                                                                      | S1   | S2 |
| <b>ENGLISH LANGUAGE ARTS</b>                                                                                                                                                                                         |      |    |
| <b>READING: LITERATURE</b>                                                                                                                                                                                           |      |    |
| With prompting and support, ask and answer questions about key details in a text.                                                                                                                                    |      |    |
| <b>FOUNDATIONAL SKILLS</b>                                                                                                                                                                                           |      |    |
| Follow words from left to right, top to bottom, and page by page.                                                                                                                                                    |      |    |
| Recognize that spoken words are represented in written language by specific sequences of letters                                                                                                                     |      |    |
| Understand that words are separated by spaces in print.                                                                                                                                                              |      |    |
| Recognize and name all upper- and lowercase letters of the alphabet.                                                                                                                                                 |      |    |
| Recognize and produce rhyming words.                                                                                                                                                                                 |      |    |
| Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.                                                                                                                            |      |    |
| Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.                                                               |      |    |
| Associate the long and short sounds with common spellings for the five major vowels.                                                                                                                                 |      |    |
| Read common high-frequency words by sight.                                                                                                                                                                           |      |    |
| Read emergent-reader texts with purpose and understanding.                                                                                                                                                           |      |    |
| <b>WRITING</b>                                                                                                                                                                                                       |      |    |
| 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. |      |    |
| <b>LANGUAGE</b>                                                                                                                                                                                                      |      |    |
| Write a letter or letters for most consonant and short-vowel sounds.                                                                                                                                                 |      |    |

| ELEMENTARY STANDARDS                                                                                                                    |      |    |
|-----------------------------------------------------------------------------------------------------------------------------------------|------|----|
|                                                                                                                                         | Term |    |
|                                                                                                                                         | S1   | S2 |
| Spell simple words phonetically, drawing on knowledge of sound-letter relationships.                                                    |      |    |
| <b>MATH</b>                                                                                                                             |      |    |
| <b>ALGEBRA</b>                                                                                                                          |      |    |
| Identify a simple pattern using shape, color, size, number, sounds, and movements.                                                      |      |    |
| Create a simple pattern using shape, color, size, number, sounds, and movements.                                                        |      |    |
| Complete a simple pattern using shape, color, size, number, sounds, and movements.                                                      |      |    |
| Extend a simple pattern using shape, color, size, number, sounds, and movements.                                                        |      |    |
| <b>GEOMETRY &amp; MEASUREMENT</b>                                                                                                       |      |    |
| Recognize two- and three- dimensional shapes.                                                                                           |      |    |
| <b>NUMBER &amp; OPERATION</b>                                                                                                           |      |    |
| Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence. |      |    |
| Read numbers from 0 - at least 31.                                                                                                      |      |    |
| Write numbers from 0 - at least 31.                                                                                                     |      |    |
| Show numbers from 0 - at least 31                                                                                                       |      |    |
| Count forward to at least 20 with and without objects.                                                                                  |      |    |
| Count backward from at least 20 with and without objects.                                                                               |      |    |
| Find a number that is 1 more or 1 less than a given number.                                                                             |      |    |
| Compare and order numbers, from 0 - 20, from smallest to largest.                                                                       |      |    |
| Compose groups of numbers up to 10.                                                                                                     |      |    |
| Decompose groups of numbers up to 10.                                                                                                   |      |    |
| <b>PHYSICAL EDUCATION</b>                                                                                                               |      |    |
| Physical Education Skills                                                                                                               |      |    |

| ELEMENTARY STANDARDS                                |      |    |
|-----------------------------------------------------|------|----|
|                                                     | Term |    |
|                                                     | S1   | S2 |
| Cooperative Participation                           |      |    |
| <b>LIFE SKILLS</b>                                  |      |    |
| Uses time effectively(KG)                           |      |    |
| Completes assignments (on time, neatly, accurately) |      |    |
| Follows directions(KG)                              |      |    |
| Organizes materials(KG)                             |      |    |
| Respects self, staff, peers and property(KG)        |      |    |
| Makes appropriate behavior choices(KG)              |      |    |
| Listens attentively(KG)                             |      |    |
| Works independently                                 |      |    |
| Shows effort(KG)                                    |      |    |
| <b>TEACHER NOTES</b>                                |      |    |
| Comments                                            |      |    |