

**Beaumont Magnet Academy Progress Report  
2017-18 School Year  
Kindergarten**

Student: \_\_\_\_\_ ID: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

ATTENDANCE				
Marking Period	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Days Present				
Days Absent				
Tardies				

PROFICIENCY LEVELS
<p><b>ES: Exceeds Standard</b> The student independently and consistently applies knowledge that exceeds what is taught at the grade level. Performance is characterized by high-level quality and depth of understanding in the particular standard.</p>
<p><b>MS: Meets Standard</b> The student demonstrates proficiency in grade-level standards. Performance is characterized by the ability to apply skills and strategies with consistency, quality, and independence.</p>
<p><b>DS: Developing Understanding of Standard</b> The student is making progress in grade-level standards. Performance is characterized by the ability to apply skills and strategies with varied accuracy, quality, and support.</p>
<p><b>LS: Limited Understanding of Standard</b> The student has a beginning understanding of grade-level standards. Performance is characterized by an inability to apply skills and strategies, and student needs considerable support and guidance</p>
<b>BLANK box indicates standard NOT assessed this quarter</b>

READING												
					Marking Period				Marking Period			
					1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Foundational Reading</b>					<b>Reading Informational</b>							
Print Concepts (organization and basic features of print)					With support, ask and answer questions about key details in a text							
Phonological Awareness (spoken words, syllables, and sounds)					With support, identify the main topic and retell key details of a text							
Phonics and Word Recognition (word analysis and decoding)					With support, identify connection between two individuals, events, ideas, or pieces of information in text							
Word Composition (word analysis in writing) (spelling)					<b>Writing</b> (Determined by Quick Writes and Process Writing)				1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Fluency (Read emergent-level text with accuracy and fluency to support comprehension)					With prompting and support, write opinion pieces							
Sentence Composition (speaking and writing using conventions of standard English; with support)					With prompting and support, write informative/explanatory texts							
<b>Reading Literature</b>					1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	With prompting and support, write narratives			
With support, ask and answer questions about key details in a text					<b>Speaking and Listening</b>							
With support, retell stories, including key details					1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics			
With support, identify characters, setting, and major events in a story												

MATHEMATICS					Measurement and Data	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Counting and Cardinality</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	Describe several measurable attributes of a single object				
Count to 100 by ones, fives, and tens. Count backward from 10					Directly compare and contrast 2 objects with measurable attributes				
Count Forward beginning with any number					Identify the penny, nickel, dime, and quarter and recognize value of each				
Represent a group of objects by writing the number 0-20					Sort and compare a group of objects into groups of tens or less				
Understanding the relationship between numbers and amounts by counting objects aloud and recognize that the last number said tells the number counted					<b>Geometry</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Count the number (up to 20) of objects in an organized pattern and tell how many or count the number (up to 10) using a random pattern					Describe objects in the environment using names of shapes and their positions				
Identify whether the number of objects in one group is greater, less, or equal to number of objects in another group					Correctly name shapes regardless of their positions or overall size				
Compare two given numbers up to 10, when written as numbers, using terms greater than, less than, or equal to					Identify shapes as two-dimensional or three-dimensional				
<b>Operations and Algebraic Thinking</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	Describe similarities and differences between two and three dimensional shapes				
Represent addition and subtraction in multiple ways					Model shapes in the world by building and drawing shapes				
Add and subtract within 10 to solve word problems using objects or drawings to represent the problem					Build larger shapes using smaller shapes and identify smaller shapes in the larger shape				
Take apart numbers less than or equal to 10 into pairs in more than one way					<b>SPECIAL AREAS</b>				
When using numbers 1-9 find the missing number that makes 10						1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Fluently add and subtract within 10 using mental strategies					Dance				
<b>Number and Operations in Base Ten</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	Instrumental Music				
Build and take apart numbers from 11-19 into ten ones and more ones					Physical Education				
<b>Measurement and Data</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	Theater				
Describe several measurable attributes of a single object					Visual Arts				
Directly compare and contrast 2 objects with measurable attributes									
Identify the penny, nickel, dime, and quarter and recognize value of each									
Sort and compare a group of objects into groups of tens or less									

**KEY FOR:  
PERSONAL RESPONSIBILITY**

**E = Excellent  
S = Satisfactory  
N = Needs Improvement**

PERSONAL RESPONSIBILITY	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	
Classroom					
Dance					
Instrumental Music					
Physical Education					
Theater					
Visual Arts					

**Homeroom Teacher Comments:**

**Reading:**

**Math:**