

# REPORT CARDS

**Goals for our students  
and ways parents can  
support them.**

# SEL GOALS FOR OUR STUDENTS

- **Social skills-** sharing, turn-taking, initiating conversation, sustaining conversation, perspective taking, contributing to community, showing empathy and kindness
- **Self-regulation skills-** attending, managing distractions, regulating behavior, delaying gratification, moving from preferred to unpreferred activities,
- **Self-help skills-** self advocacy, asking questions
-

# ACADEMIC GOALS FOR OUR STUDENTS

---

**Reading-** develop a love of books, learn sound-symbol relationship, decode cvc, develop self-monitoring skills, apply comprehension skills

**Writing-develop** understanding of purpose, audience, voice; encode to form simple sentences, learn to elaborate, genre and text structure

**Math-** develop number sense, fluency, learn basic operations, math as a tool for problem solving



**COLD SPRING HARBOR CSD  
GOOSEHILL PRIMARY SCHOOL**

**Individual Student Report**

Student: [REDACTED]  
 Teacher: **Julie Cooper**  
 Grade: **K** School Year: **2011 - 2012**

<b>Academic Performance Scale</b>				
4 = Exceeds grade level expectations				
3 = Meets grade level expectations				
2 = Needs support to meet grade level expectations				
1 = Experiences difficulty meeting grade level expectations				

<b>ATTENDANCE</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>Total</b>
Absent	1	0	0	1
Tardy	1	0	0	1

<b>SOCIAL EMOTIONAL DEVELOPMENT</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
Follows school and classroom rules			
Exhibits self control			
Accepts responsibility for own actions			
Cooperates with others			
Uses respectful language to interact and solve problems			

<b>MATH</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
Shows effort			
Understands concepts			
Recognizes, counts, and represents numbers			
Applies appropriate problem-solving strategies			

<b>WORK STUDY HABITS</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
Follows directions			
Writes legibly			

<b>SOCIAL STUDIES</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
Shows effort			
Understands concepts and content			

<b>ENGLISH LANGUAGE ARTS</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
<b>READING</b>			
Reading Stage			
Shows Interest in reading			
<b>WRITING</b>			
Shows effort			
Composes Ideas using pictures and print			
Uses developing knowledge of letter-sound correspondence to spell independently			
Spells familiar high frequency words			
Uses appropriate spacing between words			
<b>LISTENING/SPEAKING</b>			
Listens attentively for ideas and information			
Engages effectively in collaborative discussions			
Expresses ideas clearly			

<b>SCIENCE</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
Shows effort			
Understands concepts			

<b>PHYSICAL EDUCATION</b>	<i>Malone, Rory</i>		
	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
Demonstrates responsible behavior/good sportsmanship			
Participates in activities			

<b>MUSIC</b>	<i>Kotzky, Helen</i>		
	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
Demonstrates responsible behavior/effort			
Participates in activities			

<b>ART</b>	<i>Johnson, Colleen</i>		
	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
Demonstrates responsible behavior/effort			
Understands concepts			



COLD SPRING HARBOR CSD  
**GOOSEHILL PRIMARY SCHOOL**

Individual Student Report

Student: ██████████

Teacher: **Joanne Katz**

Grade: **1** School Year: **2011 - 2012**

<b>SOCIAL EMOTIONAL DEVELOPMENT</b>	1st	2nd	3rd
Follows school and classroom rules			
Exhibits self control			
Accepts responsibility for own actions			
Cooperates with others			
Uses respectful language to interact and solve problems			

<b>WORK STUDY HABITS</b>	1st	2nd	3rd
Follows multi-step directions			
Writes legibly			

<b>ENGLISH LANGUAGE ARTS</b>	1st	2nd	3rd
<b>READING</b>			
Reading Stage			
Shows interest in reading			
<b>WRITING</b>			
Shows effort			
Generates ideas for writing			
Organizes ideas logically			
Adds details to writing			
Applies developing knowledge of common spelling patterns			
Spells grade level high frequency words			
Applies writing conventions (punctuation, capitalization)			
<b>LISTENING/SPEAKING</b>			
Listens attentively for ideas and information			
Engages effectively in collaborative discussions			
Expresses ideas clearly			

**Academic Performance Scale**

- 4 = Exceeds grade level expectations
- 3 = Meets grade level expectations
- 2 = Needs support to meet grade level expectations
- 1 = Experiences difficulty meeting grade level expectations

<b>ATTENDANCE</b>	1st	2nd	3rd	Total
Absent	0	0	0	0
Tardy	0	0	0	0

<b>MATH</b>	1st	2nd	3rd
Shows effort			
Understands concepts			
Performs calculations with accuracy			
Applies appropriate problem-solving strategies			

<b>SOCIAL STUDIES</b>	1st	2nd	3rd
Shows effort			
Understands concepts and content			

<b>SCIENCE</b>	1st	2nd	3rd
Shows effort			
Understands concepts			

<b>PHYSICAL EDUCATION</b>	<i>Malone, Rory</i>	1st	2nd	3rd
Demonstrates responsible behavior/good sportsmanship				
Demonstrates developmentally appropriate skills				
Participates in activities				

<b>MUSIC</b>	<i>Kotzky, Helen</i>	1st	2nd	3rd
Demonstrates responsible behavior/effort				
Understands concepts				
Participates in activities				

<b>ART</b>	<i>Johnson, Colleen</i>	1st	2nd	3rd
Demonstrates responsible behavior/effort				
Understands concepts				
Uses materials competently				

# READING STAGES

Emergent Readers		Beginning Readers		Developing Readers		Transitional Readers	
Early (EE)	Advanced (AE)	Early (EB)	Advanced (AB)	Early (ED)	Advanced (AD)	Early (ET)	Advanced (AT)
Simple, patterned, predictable books		Books with more complex patterned language, structure		Short, simple chapter and informational books		Short chapter, informational books-more complex structure	
-track print left to right	-match one spoken word with one printed word	-read without pointing	-recognize a core of high-frequency words quickly	-recognize an increasingly larger core of high-frequency words	- recognize many high-frequency words quickly	- recognize most high-frequency words quickly, automatically	-use a variety of strategies to decode multi-syllabic words
-engage in pretend reading or read from memory	-recognize some easy high-frequency words	-begin to notice when what they read doesn't sound right or make sense (self-monitor)	-use word parts (-at, -op, -ink) to solve unknown words	-use word parts (prefixes,suffixes) to solve unknown words	-break longer words into syllables to solve unknown words	-use a variety of strategies to solve unknown words	-read dialogue with phrasing and expression that reflects understanding of characters and events
-recognize some environmental print and a few familiar words	-know names of all alphabet letters and most letter-sound relationships	-recognize a core of high-frequency words quickly	-begin to read in phrases rather than word-by-word	-begin to read silently	-reads silently for increasingly longer periods	-maintain fluent, expressive reading in a longer text	-self-monitor and self-correct
-know names of some alphabet letters	-use initial letters along with pictures to solve words	-blend sounds to form words	-begin to read with expression	-begin to read with fluency and expression	-read with fluency and expression	-self-monitor and self-correct when what they read doesn't sound right, make sense, or look right	-search for and use information to confirm or adjust predictions
-know some letter-sound relationships	-make predictions based on information gained from pictures and through reading	-begin to read familiar text in phrases rather than word-by-word	-begin to self-correct when what they read doesn't sound right, make sense, or look right	-reread a word or phrase to self-correct when what they read doesn't sound right, make sense, or look right	-self-monitor and self-correct when what they read doesn't sound right, make sense, or look right	-search for and use information to confirm or adjust predictions	-ask questions to identify important ideas and acquire understanding of new words.
- make predications based on information in pictures	-discuss the text, remembering important information and details	-make predictions based on information gained through reading	-follow the events of a story	-follow the multiple events of a story	-follow and remember multiple events of a story in order to understand the ending	-ask questions to identify important ideas and acquire understanding of new words.	-ask questions to infer main ideas, author's purpose.
-discuss the text, remembering important information		-remember important information or sequence of steps or events	-predict the ending of a story based on reading the beginning and middle	-make predictions based on knowledge of characters or type of story	-support predictions with evidence from the text	-ask questions to identify important ideas and acquire understanding of new words.	-ask questions to infer main ideas, author's purpose.
			- connect important details and information to understand an informational text	- connect important details and information to understand an informational text	- connect important details and information to understand an informational text	- connect information from text and text features (graphs, charts) to understand informational text	- connect information from text and text features (headings, graphs, charts) to understand informational text
				-ask questions to seek information while reading	-ask questions to seek and clarify information	-synthesize information and ideas to form opinions	-synthesize information and ideas to form opinions with supporting

# SPECIAL AREA EXPECTATIONS

## Art

- The elements of color, shape, line, texture, space, value, and form
- Color theory (primary and secondary colors)
- Vocabulary
- Emulate style and technique of master artists (Matisse, Van Gogh, Picasso, Cezanne, Kandinsky)

## Music

- The abilities use a singing voice, sing on pitch, tap beats/perform actions and motions when appropriate
- “Tracking the beat” visually or volunteering to point to steady beat icons as we perform
- Vocabulary (“high/low” “loud/soft” and “canon” (aka round))

# SPECIAL AREAS CONTINUED

## Physical Education

- Correct application of skills, strategies & rules
- Responsible personal and social behaviors  
(attitude, leadership, safety, sportsmanship, respect to classmates and teacher)
- Participates Enthusiastically
- Consistently wears sneakers

## Library

- Shows interest in books and takes care of them
- Responds thoughtfully to read alouds
- Poses questions to guide inquiry
- Works collaboratively
- Uses technology (databases, iPads, coding tools)



## **Ideas to consider:**

- **Next Generation Standards**
- **Increased demands each marking period---performance levels will go up/down**
- **Developmental stages/Uneven development**
- **The “whole” child**

# THE NEEDS OF THE WHOLE CHILD

Play

Language

Imagination

Down time

Quiet time

Sleep

Exercise

