

Belmont Public Schools Elementary Report Card

WELLINGTON ELEMENTARY SCHOOL

121 Orchard Street
Belmont, MA 02478
617-993-5600



Student Name

Grade: KF

Teacher:

Student ID:

Pro-Social/Approaches to Learning Indicators

- 4 - Student consistently demonstrates this skill
- 3 - Student demonstrates this skill most of the time
- 2 - Student demonstrates this skill some of the time
- 1 - Student requires on-going support to develop this skill

Academic Performance Skills Indicators

Based on the January or June benchmarks:

- M - The student **meets** the term's benchmark and applies the concepts/skills with **independence**.
- P - The student is making **progress** toward meeting the term's benchmark with **occasional support**.
- B - The student is **beginning** to meet the term's benchmark with **frequent support**.
- NY -The student does **not yet** meet the term's benchmark and requires **consistent support**.
- / - The standard is not addressed at this time

| PRO SOCIAL SKILLS | JANUARY | JUNE |
|---|---------|------|
| <i>Personal Development and Community Skill</i> | | |
| • Regulates behavior appropriately | | |
| • Participates appropriately in group activities | | |
| • Works and plays without disrupting others | | |
| • Follows classroom routines | | |
| • Adjusts to transitions and changes | | |
| • Responds to conflict effectively | | |
| • Takes care of materials and belongings | | |
| <i>Approaches to Learning</i> | | |
| • Perseveres in challenging situations | | |
| • Stays on task and ignores distractions | | |
| • Completes tasks | | |
| • Seeks help when needed | | |
| • Asks relevant questions | | |
| • Works independently | | |
| • Uses time constructively | | |
| • Responds appropriately to verbal and non-verbal instruction | | |
| • Takes learning risks/demonstrates initiative | | |

| SOCIAL STUDIES | JANUARY | JUNE |
|---|---------|------|
| <i>Civics and Government</i> | | |
| • Understands that people create structures, rules, and ideas to solve problems in their classrooms, homes, and local communities | | |
| <i>Geography</i> | | |
| • Identifies his/her street address, town, state, and country | | |
| • Locates the commonly used areas in the classroom, school building, and immediate school neighborhood | | |
| <i>History and Culture</i> | | |
| • Identifies significant stories, historical figures, and observations connected with the United States | | |
| • Correctly uses words and phrases related to chronology and the calendar (now, before, after, today, tomorrow, yesterday etc.) | | |
| • Recognizes that families have different traditions and cultural backgrounds | | |

JANUARY

JUNE

YEAR

ABSENCES

TARDIES

| LITERACY | JANUARY | JUNE |
|--|----------------|-------------|
| <i>Reading Foundational Skills</i> | | |
| <ul style="list-style-type: none"> Identifies upper-case letters Identifies lower-case letters Knows all letter sounds Demonstrates an understanding of the organization and basic features of print Demonstrates an understanding of a whole word, parts (syllables) in words, and individual sounds (phonemes) in words Applies kindergarten phonics and word analysis skills Reads grade level "sight words" | | |
| <i>Reading Literature & Informational Text</i> | | |
| <ul style="list-style-type: none"> Defines the role of author and illustrator when listening to stories Demonstrates a basic understanding of the features of both fiction and nonfiction text Compares and contrasts two texts with support Demonstrates understanding by engaging in discussion about a variety of grade-level texts Independently reads kindergarten text with understanding | | |
| <i>Writing Foundational Skills</i> | | |
| <ul style="list-style-type: none"> Prints upper-case letters correctly Prints lower-case letters correctly Demonstrates knowledge of spacing between words, capitalization and end punctuation Spells simple phonetic words correctly drawing on sound-letter relationships when writing | | |
| <i>Writing-Within the Genre</i> | | |
| <ul style="list-style-type: none"> Uses a combination of drawing, dictating and writing to compose opinion pieces about a topic Uses a combination of drawing, dictating and writing to convey information about a topic Uses a combination of drawing, dictating and writing to narrate an event and provide a reaction to what happened | | |
| <i>Speaking and Listening</i> | | |
| <ul style="list-style-type: none"> Participates in discussions by listening actively and contributing knowledge and ideas Asks and answers questions to seek help, get information, or deepen understanding Demonstrates understanding of a text read aloud or information presented orally Describes familiar people, places, things, and events Speaks audibly and expresses thoughts, feelings, and ideas | | |
| <i>Language</i> | | |
| <ul style="list-style-type: none"> Demonstrates command of grade level grammar in writing Uses vocabulary words acquired through conversation, reading experiences, and content study | | |

| SCIENCE | JANUARY | JUNE |
|---|----------------|-------------|
| <i>Science Practices</i> | | |
| <ul style="list-style-type: none"> Observes, describes, asks questions, and makes predictions Communicates ideas through writing, drawing, and discussion | | |
| <i>The Senses, Living vs Nonliving Things</i> | | |
| <ul style="list-style-type: none"> Recognizes that people and other animals interact with the environment through their sense of sight, hearing, touch, smell, and taste and rely on it for their basic needs Compares how plants and animals meet their basic needs Describes how plants change over time | | |
| <i>Weather and My World</i> | | |
| <ul style="list-style-type: none"> Uses weather observations to respond to different types of weather and to describe patterns over time Make observations to determine that sunlight warms materials on Earth's surface Engages in engineering design process to build a model of a structure that will reduce the warming effect of sunlight on an area Observes that different kinds of materials can be solid or liquid depending on temperature Identifies ways individuals can reduce the amount of natural resources they use | | |
| <i>Forces and Motion</i> | | |
| <ul style="list-style-type: none"> Demonstrates understanding of force and motion Understands the difference between pushes and pulls Compares the effects of different strengths or different directions of pushes and pulls on the motion of the object | | |

| MATH | JANUARY | JUNE |
|---|---------|------|
| <i>Practice Standards</i> | | |
| <ul style="list-style-type: none"> • Uses strategies to make sense of problems and perseveres in solving them | | |
| <ul style="list-style-type: none"> • Utilizes knowledge of numbers and operations to reason through solutions | | |
| <ul style="list-style-type: none"> • Explains thinking using pictures, numbers and/or words | | |
| <ul style="list-style-type: none"> • Works accurately and uses tools appropriately | | |
| <i>Counting and Cardinality</i> | | |
| <ul style="list-style-type: none"> • Knows the number names and the counting sequence to 30 in Jan. and 100 in June | | |
| <ul style="list-style-type: none"> • Counts to 100 by tens | | |
| <ul style="list-style-type: none"> • Counts a group of up to 20 objects and identifies the quantity | | |
| <ul style="list-style-type: none"> • Compares numbers to 10 (greater than, less than, equal to) | | |
| <ul style="list-style-type: none"> • Represents a number of objects with written numerals 0 to 20 | | |
| <ul style="list-style-type: none"> • Uses objects and drawings to demonstrate an understanding that the numbers 11-19 are composed of a ten and ones | | |
| <i>Operations and Algebraic Thinking</i> | | |
| <ul style="list-style-type: none"> • Demonstrates an understanding of addition as putting together and adding to | | |
| <ul style="list-style-type: none"> • Demonstrates an understanding of subtraction as taking apart and taking from | | |
| <ul style="list-style-type: none"> • Solves addition story problems within 10 with objects or drawings | | |
| <ul style="list-style-type: none"> • Solves subtraction story problems within 10 with objects or drawings | | |
| <ul style="list-style-type: none"> • Fluently adds and subtracts within five | | |
| <i>Measurement and Data</i> | | |
| <ul style="list-style-type: none"> • Describes and compares measurable attributes such as length and weight | | |
| <ul style="list-style-type: none"> • Classifies objects and counts the number of objects in categories | | |
| <i>Geometry</i> | | |
| <ul style="list-style-type: none"> • Identifies and describes two- and three-dimensional shapes | | |
| <ul style="list-style-type: none"> • Analyzes, compares, creates and composes shapes | | |
| <ul style="list-style-type: none"> • Describes the relative position of objects using appropriate terms (above, below, beside, in front of, behind, and next to) | | |

Comments:

| MUSIC | JANUARY | JUNE |
|--|----------------|-------------|
| <i>Pro Social Skills</i> | | |
| <ul style="list-style-type: none"> Cooperates and is respectful of others Follows directions and participates appropriately Makes an effort to improve musical skills | | |
| <i>Performance</i> | | |
| <ul style="list-style-type: none"> Performs with accurate pitch and rhythm, sings with a well produced and supported tone, and is responsive in a musical ensemble setting | | |
| <i>Music Literacy</i> | | |
| <ul style="list-style-type: none"> Demonstrates age-appropriate aural and/or visual music literacy skills (decoding melodic and rhythmic patterns) | | |
| <i>Perceiving and Responding</i> | | |
| <ul style="list-style-type: none"> Demonstrates an understanding of content through physical and verbal expression, and responds critically to his/her own performance and that of others | | |

Comments:

| ART | JANUARY | JUNE |
|---|----------------|-------------|
| <i>Pro Social Skills</i> | | |
| <ul style="list-style-type: none"> Cooperates and is respectful of others Takes care of materials and uses them safely Follows directions and listens attentively | | |
| <i>Process</i> | | |
| <ul style="list-style-type: none"> Uses tools and techniques in a variety of two and three dimensional media to create a work of art | | |
| <i>Creating</i> | | |
| <ul style="list-style-type: none"> Uses knowledge of the elements of art (color, line, texture, value, space, shape and form) and the principles of design (balance, variety, unity, emphasis, harmony and rhythm) to create unique works of art | | |
| <i>Perceiving and Responding</i> | | |
| <ul style="list-style-type: none"> Reflects upon and evaluates and critically responds to his/her own artwork and that of others (describes, analyzes, interprets and evaluates) | | |

Comments:

| PHYSICAL EDUCATION | JANUARY | JUNE |
|---|----------------|-------------|
| <i>Pro Social Skills</i> | | |
| <ul style="list-style-type: none"> Demonstrates responsible personal and social behavior in a physical activity setting by cooperating with others, participating fully, utilizing equipment safely, following directions and listening attentively | | |
| <i>Forms of Movement</i> | | |
| <ul style="list-style-type: none"> Demonstrates fundamental movements necessary for participation in physical activities. Movements would include demonstrating a variety of locomotor skills, catching at various levels and throwing in opposition | | |
| <i>Applied Movement</i> | | |
| <ul style="list-style-type: none"> Uses movement concepts and principles in the development of motor skills. Movements would include maintaining spatial awareness, utilization of levels, speed and direction | | |
| <i>Lifestyle and Health</i> | | |
| <ul style="list-style-type: none"> Displays the components of physical fitness (muscular strength, muscular endurance, cardiovascular endurance and flexibility) in addition to making choices which promote wellness | | |

Comments: