



Student Name		Attendance	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Grade	Kindergarten	Days Enrolled				
Teacher		Days Absent				
Principal		Days Present				
School Year		Days Tardy				

### Purpose of Report Card

This report is designed to inform you about your child's progress toward achieving the Alaska State Standards. The Standards establish high and challenging expectations for all students, and describe what students should know and be able to do by the end of the academic year.

**OUR MISSION:** To provide a learning environment that inspires and challenges students and employees to excel

**OUR VISION:** To graduate all students with the knowledge, skills, and attitudes necessary for a successful future

4	Advanced	Exceeds Standards
3	Proficient	Able to demonstrate standards at grade level
2	Developing	Approaching standards, needs assistance
1	Emerging	Starting the standard, needs more time
N/A		Not observed or addressed at this time

English Language Arts	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Literature and Information Text</b>				
Child can identify main topic and retell key details from texts				
Child can identify characters, settings, major events, and problem-solution in a piece of writing				
Child can ask and answer questions about unknown words in a text				
Child can identify common types of texts (e.g., picture books, stories, poems, songs)				
Child can identify the author and illustrator, front cover, back cover, and title page of a book.				
Child uses illustrations to tell or retell a story.				
Child can compare and contrast the adventures and experiences of characters in familiar stories or informational text				
Child is actively engage in shared reading activities				
<b>Foundational Skills</b>				
Child understands the organization and basic features of print				
Child understands spoken words, syllables, and sounds (phonemes)				
Child knows and apply grade-level phonics				
Child can reads grade-level texts with purpose and understanding				
<b>Writing</b>				
Child can use a combination of drawing, dictating, and writing to produce writing samples				
Child explores a variety of digital writing tools (iPads, Smartboard)				
Child participates in shared writing activites				
Child uses what they know from experiences to answer questions				
<b>Speaking and Listening</b>				
Child participates at their age-level in conversations with peers and adults				
Child shows understanding of a text read aloud by asking and answering questions				
Child can describe familiar people, places, things, and events, and provides additional related details				
Child speaks and shares ideas clearly and can use drawings to add details when needed				
<b>Language</b>				
Child uses grade-level grammar skills when writing or speaking				
Child uses grade-level capitalization, punctuation, and spelling skills when writing				
Child understands unknown words by thinking about what they have read and using their background knowledge				
Child use new words and phrases learned through conversations, reading and through read alouds				
<b>Mathematics</b>				
<b>Counting and Cardinality</b>				
Child knows number names and count in sequence to 100				
Child writes numerals to 0 - 20				
Child counts to tell the number of objects				
Child compare numbers				

<b>Operations and Algebraic Thinking</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>
Child can represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations.				
Child can add or subtract whole numbers to 10 by using objects or drawings to solve word problems				
Child can take apart numbers into multiple groups or pairs. For example, $5 = 2 + 3$ and $5 = 4 + 1$ .				
Child can find the missing number to make a group of 10 For example $4 + ? = 10$				
Child can fluently add and subtract numbers up to 5.				
Child can identify and continue patterns				
<b>Number and Operations in Base Ten</b>				
Child can work with numbers 11-19 to gain understanding of place value.				
<b>Measurement and Data</b>				
Child can identify correct measuring tool for object Example ruler for length				
Child can compare measurable objects Example more/less, taller/shorter				
Child can classify objects and count the number of objects in each category.				
Child can name in sequence the days of the week.				
Child can tell time to the hour using both analog and digital clocks.				
Child can identify coins by name.				
<b>Geometry</b>				
Child can describe objects using the names of shapes and describe their relative positions (e.g., above, below, beside, in front of, behind, next to)				
Child can name shapes regardless of their position or overall size				
Child can identify and compare shapes as two-dimensional (flat) or three-dimensional (solid).				
Child uses simple shapes to create other shapes and creates shapes by drawing				

<b>Integrated Subject Areas</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>
Science				
Social Studies				
Digital Citizenship/Technology				
Art				
Music				
Physical Education				

<b>Inupiat Cultural Development</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>
Child participates in bilingual instruction				
Child participates in cultural instruction				
Child understands and can recite the Inupiaq Alphabet/Atchagat				
Child can count in Inupiaq				
Child can respond to and answer using common Inupiaq phrases				

4	Exceptional
3	Consistently
2	Sometimes
1	Rarely

<b>Personal and Social Development</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>
Follows classroom and school rules and routines				
Uses language respectfully				
Can work or play collaboratively with peers				
Can attentively listen in a whole group setting				
Demonstrates effort when completing independent activities				
Demonstrates self-control				
Is kind to others				
Takes responsibility for materials and belongings				
Demonstrates problem solving skills				

Comments for this Quarter

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**Teacher Signature**

**Principal Signature**

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