

ELEMENTARY SCHOOL NAME

GRADE: 3yo Preschool

School Year: 2023-24



Term:

From:

To:

STUDENT:

TEACHER:

PRINCIPAL:

The purpose of this report card is to communicate with all stakeholders the student's ability to meet academic standards at their grade level as well as show the progress of their social development. It identifies their levels of progress, highly successful areas, and areas where additional time and effort are needed.

TO THE PARENT/GUARDIAN OF:

Student Name:

Student Street Address:

Student City St Zip:

QUARTER	Q1	Q2	Q3	Q4
Days Absent:				
Times Tardy:				

AD=Advanced-Consistently exceeds the academic standard
PR=Proficient-Regularly meets the academic standard
DE=Developing-Occasionally meets the academic standard
BE=Beginner-Does not meet the grade level standard
**Items left blank have not yet been assessed

LANGUAGE ARTS PK 3	Q1	Q2	Q3	Q4
Print Concepts-Foundational Standards				
Demonstrates understanding of basic features of print				
Phonological Awareness Concepts-Foundational Standards				
Recognizes when two words rhyme				
Differentiates between sounds that are the same or different (e.g. environmental sounds, animal sounds, phonemes)				
Phonics and Word Recognition Concepts-Foundational Standards				
Recognizes letters in their name				
Identifies own name in print				
Child produces letter sounds				
Reading Standards PK 3				
Asks and answers questions about text				
Uses pictures and illustrations to tell and retell parts of a story				
Uses illustrations to identify the topic in informational texts				
Uses illustrations to comprehend texts				
Identifies a similarity and a difference between characters in a text and self (e.g. "I have a red cape just like Goldilocks!")				
Determines the meaning of unknown words using illustrations				
Interacts with a variety of common types of texts (e.g. storybooks, poems, songs)				
Identifies similarities between two texts on the same topic				
Writing and Handwriting Standards PK 3				
Chooses an idea to write about using drawing, scribbling, letter-like forms, or dictation				
Uses consistent marks to represent name when writing				
Speaking and Listening Standards PK 3				
Asks and answers questions about information presented orally				
Participates in class conversations				
Utilizes most question words				
Speaks in complete sentences				
Speaks understandably to express ideas, feelings and needs				
Demonstrates emerging understanding of correct grammar				

MATH PK 3	Q1	Q2	Q3	Q4
Counting and Cardinality				
Counts in sequence to 10				
Demonstrates an understanding that number names can be represented with a written numeral				
Places objects in one-to-one correspondence during play (e.g. gives one napkin to each doll)				
Counts to answer 'how many' questions				
Compares quantities up to 5				
Operations and Algebraic Thinking				
Child uses objects to demonstrate understanding of addition				
Uses concrete objects including shapes to copy simple patterns				
Measurement and Data				
Uses measurement words to compare objects				
Sorts objects into given categories				
Geometry				
Uses position words when describing objects location				
Names shapes: circle, square, triangle, rectangle				
Creates shapes during play by building, drawing, etc.				

Student: Term:

SCIENCE PK 3	Q1	Q2	Q3	Q4
Science				
Makes observations and communicates findings with others (e.g. look this tree has big, green leaves)				
Explores the effects of common forces (e.g. pushes and pulls) on objects and the impact of gravity, throwing and twisting				

SOCIAL STUDIES PK 3	Q1	Q2	Q3	Q4
Social Studies				
Questions why and/or how people are similar or different				
Names family members by relationships				

21ST CENTURY SKILLS PK 3	Q1	Q2	Q3	Q4
Character Development				
Responds appropriately to positive and negative feedback from adults most of the time				
Becomes increasingly aware of effect of own behavior on others most of the time				
Expresses interest, acceptance, and affection for others				
Responsible Decision Making and Problem Solving				
Follows predictable classroom routines, manages transitions positively most of the time when supported by an adult				
Begins to work with others as part of a team, make decisions with other children, with adult assistance				
Manages (i.e. expresses, inhibits or redirects emotions, impulses and behaviors with support from an adult				
Personal Development				
Begins to develop strategies to express strong emotions and calms self down in a socially acceptable way				
States basic personal information (e.g. name and age)				
Demonstrates age appropriate independence in decision-making regarding activities and materials				
Social Development				
Compares own characteristics with those of others				
Begins to display socially competent behavior with peers (e.g. helping, sharing and taking turns)				
Begins to resolve conflicts with peers with adult assistance				

COMMENTS: