School: _____ Principal/Director_____

Student: _____ Teacher(s):_____

KEY PERFORMANCE LEVELS			
4	Exemplary	Student demonstrates an advanced understanding of concepts, skills and processes taught in this reporting period. **Exceeds** the required performance.	
3	*Proficient*	*Student consistently demonstrates an understanding of concepts, skills and processes taught in this reporting period, independently.*	
2	Developing	Student is *not yet consistent* in demonstrating an understanding of concepts, skills, and processes taught in this reporting period, *even with support.*	
1	Emerging	Student **does not** demonstrate an understanding of grade level concepts, skills and processes taught in this reporting period, *even with support.*	
	Not Assessed	Absence of a score indicates an area not yet assessed.	

ACADEMICS	REPORTING PERIOD			
LITERACY SKILLS	Q1	Q2	Q3	Q4
Draws a person				
Draws a recognizable picture and dictates a sentence				
Prints first name				
Print last name				
Prints uppercase letters in sequence				
Claps out syllables				
Asks/Answers questions about stories				
Identifies front and back of the book				
Identifies character, events, and setting of a story				
Tracks print from left to right and top to bottom				
Recites alphabet (names letters only)				
Visual discrimination: same and different				
Identifies uppercase letters				
Identifies lowercase letters				
Reads sight words				
Recites new song, rhyme, or poem				
TN FOUNDATIONAL LITERACY SKILLS	Q1	Q2	Q3	Q4
Rhyme Recognition- recognizes rhyming words				
Rhyme Production- produces new rhyming words				
Blending Syllables- blends two words to form compound words				
Segmenting Syllables- segments compound words into two words				
Adding/Deleting Word Parts- adds and deletes word parts from compound words				
Segmenting Syllables- segments two-syllable non-compound words				
Blending Syllables- blends two syllable non-compound words				
Blending Phonemes to Form Words				
Adding/Deleting Syllables/Phonemes- adds/deletes syllables from non-compound two-syllables words				
Discriminating Initial Sound- recognizes if the initial sounds of two words are the same or different				
Discriminating Final Sound- recognizes if the final sounds of two words are the same or different				
Discriminating Medial Sound- recognize if the medial sounds of two words are the same or different				

MATH SKILLS	Q1	Q2	Q3	Q4
Understands number concepts				
Counts to 30				
Compares different amounts				
Sorts objects (color, shape, size)				
Matches quantities (0-10)				
Reads numerals (0-10)				
Solves word problems				
Knows missing numerals				
Demonstrates addition with objects (0-5)				
Demonstrates subtraction with objects (0-5)				
SOCIAL AND EMOTIONAL DEVELOPMENT SKILLS	Q1	Q2	Q3	Q4
Gives best effort each day				
Gives affection and shows warmth				
Interacts with peers and adults respectfully				
Responds appropriately to directions the first time				
Asks for help				
Shares feelings with peers and adults				
Shares information, thoughts, and ideas				
Maintains a positive attitudes during activities				
Listens and takes feedback well				
Likes to finish what he/she starts				
Participates in small/whole group activities				
States first and last name				
States age				
States birthdate and year				
States address				
States telephone number				
PHYSICAL DEVELOPMENT SKILLS	Q1	Q2	Q3	Q4
Walks on tiptoes four steps				
Walks heel-to-toe five steps				
Skips on one foot				
Gallops efficiently				
Hops on one foot				
Jumps backward five times consecutively				
Throws a ball overhead and catches with hand and chest				
Builds a 12-block tower				
Holds writing tools correctly				
ATTENDANCE	Q1	Q2	Q3	Q4
Days Present				
Days Absent				

REPORTING PERIOD/DATE	TEACHER COMMENT	PARENT COMMENT (optional)/SIGNATURE Sign and return to teacher.
Q1 Date:		*Parent Signature:*
Q2 Date:		*Parent Signature:*
Q3 Date:		*Parent Signature:*

School: _____ Principal/Director_____

Student: _____Teacher(s):_____