

**BARNSTABLE INCLUSIVE PRESCHOOL PROGRAM  
AT CENTERVILLE ELEMENTARY SCHOOL**  
Preschool Report Card

Student :

Date:                      HR:                      Grade:

Parent/Guardian:

TERM	1	2
<b>ENGLISH/LANGUAGE ARTS</b>		
<i><b>READING Essential Knowledge Outcome:</b> Students learn and use skills and strategies needed to comprehend literary and informational text. LITERATURE (L) / INFORMATIONAL TEXT (I)</i>		
Asks and answers questions about key details in literature and informational texts (L,I)		
Demonstrates an understanding of information presented from literature and informational texts (L, I)		
Asks and answers questions about unfamiliar words in literature and informational texts (L, I)		
Able to use illustrations to describe key details and make predictions within literature and informational texts (L, I)		
Moves or claps to a regular beat in poetry or song (L)		
Makes connections between personal experiences and literature (L)		
Identifies books on a favorite topic or by a favorite author or illustrator (I)	X	
<i><b>READING: FOUNDATIONAL SKILLS Essential Knowledge Outcome:</b> Students are fluent readers.</i>		
Handles books respectfully and appropriately		
Recognizes and names some uppercase letters of the alphabet and the lowercase letters in one's own name		
Demonstrates an understanding of rhyming words	X	
Segments words in a simple sentence	X	
Demonstrates an understanding of initial sounds in spoken words	X	
Demonstrates a beginning understanding of the relationship between sounds and letters	X	
Recognizes one's own name and familiar common signs and labels		
<i><b>WRITTEN LANGUAGE Essential Knowledge Outcome:</b> Students produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose and audience. Students are proficient in penmanship.</i>		
Dictates words to express a preference or opinion about a topic		
Dictates and draws about a topic and a story		
Demonstrates an understanding of digital tools and their use for communication		
<i><b>SPEAKING AND LISTENING Essential Knowledge Outcome:</b> Students acquire listening skills to comprehend and to use information to express ideas clearly and persuasively in a variety of formats. Students use oral communication skills to discuss knowledgeably, question thoughtfully, and present rationally convincingly.</i>		
Appropriately participates in conversation with others		
Demonstrates short-term recall of information		
Asks and answers questions in order to seek help or clarify		
Speaks audibly to express personal experiences, stories and thoughts/feelings		
Creates and explains representations of experiences or stories	X	
<i><b>LANGUAGE AND VOCABULARY Essential Knowledge Outcome:</b> Students use standard English grammar and conventions of language when speaking and writing.</i>		
Demonstrates command of English grammar when speaking		
Understands and uses question words		
Asks and answers questions about the meaning of new words		
Generates words that are similar in meaning		
Uses new vocabulary in meaningful contexts		

TERM	1	2
<b>Mathematics</b>		
<i><b>COUNTING AND CARDINALITY Essential Knowledge Outcome:</b> Students understand and explain what numbers mean, how they may be represented, and what relationships exist among them to accurately perform computations.</i>		
Rote counts numbers to 10		
Recognizes numerals from 0-10		
Names written numerals 0-10		
Counts concrete objects to represent the corresponding numeral		
Using one-to-one correspondence, counts objects and actions up to 10		
Counts a scattered configuration of objects up to 7		
Uses comparative language to describe collections of objects	X	
<i><b>OPERATIONS AND ALGEBRAIC THINKING Essential Knowledge Outcome:</b> Students possess an understanding of addition and subtraction through modeling and manipulation of objects and apply these skills to solve problems.</i>		
Puts up to 5 objects together to demonstrate addition	X	
Takes away up to 5 objects to demonstrate subtraction	X	
<i><b>MEASUREMENT AND DATA Essential Knowledge Outcome:</b> Students understand how to collect, represent, analyze, and interpret data gathered using a variety of tools.</i>		
Recognizes measurable attributes of objects (e.g. length, area, weight, and capacity) and uses vocabulary to express concepts related to length, area, weight, and capacity.		
Compares measurable attributes of two objects	X	
Sorts objects by more than one attribute (color, size, shape, object type)		
Recognizes that money is represented by coins and dollars	X	
<i><b>GEOMETRY Essential Knowledge Outcome:</b> Students understand, explain, and apply the properties and relationships among and between geometric figures to appreciate the importance of geometry in our world.</i>		
Identifies position of an object in space (in, on, under, over, next to, off, out of, up, together, apart, on top)		
Identifies various two-dimensional shapes using appropriate language (circle, square, triangle, rectangle)		
Creates simple three-dimensional shapes using manipulative materials	X	

**Assessment Rubric for ELA and Math**

- 3 Meeting Standard/Proficient:** The student is meeting the grade level standard presented in the current trimester. The student grasps and applies the key concepts, processes, and skills required of the standard.
- 2 Making progress toward standard/Needs Improvement:** The student is making progress toward the grade level standard presented in the current trimester. The student is beginning to grasp and apply the key concepts, processes and skills required of the standard.
- 1 Making minimal progress toward standard/Warning:** The student is making minimal progress toward the grade level standard presented in this current trimester. The student is having difficulty grasping key concepts, processes and skills required of the standard.
- X Not assessed this semester**

Additional Subject Areas		
<b>Inquiry Skills in Science and Technology</b>	<b>1</b>	<b>2</b>
Asks and seeks out answers to questions about objects and events		
Makes predictions about changes in materials or objects		
Identifies and uses simple tools appropriately		
Records observations and share ideas through simple forms of representation such as drawings	X	
<b>History and Social Science</b>	<b>1</b>	<b>2</b>
Identifies roles and responsibilities of family members and community helpers		
Engages in dramatic play that represents real life experiences		
Discusses and uses vocabulary related to time and relevant activities (morning, night, counting days and discussing the past and/or future)	X	
<b>Social Emotional Development /21st Century Skills</b>		
<b>Foundational Skills for Learning</b>	<b>1</b>	<b>2</b>
Demonstrates whole body listening skills (e.g. eyes looking, body still, mouth quiet, and ears listening)		
Engages and completes assigned tasks		
Participates in new experiences and uses new materials		
Independently toilets, dresses, washes hands and takes care of belongings		
Asks for help respectfully		
<b>Empathy Skills</b>	<b>1</b>	<b>2</b>
Identifies own and other's feelings (e.g. happy, sad, angry, surprised and scared)		
Understands the perspective of other children and acts accordingly (e.g. accidents vs. intentional actions)		
Demonstrates care and concern for others		
<b>Emotion Management and Self Regulation</b>	<b>1</b>	<b>2</b>
Identifies and expresses strong feelings (e.g. anger, frustration, disappointment and worry) through calming down strategies	X	
Independently waits his/her turn		
Follows daily routines and school rules		
Adapts to changes in routines and transitions with ease		
Shows responsibility for care and use of materials		
<b>Friendship Skills and Problem Solving</b>	<b>1</b>	<b>2</b>
Plays fairly with a variety of peers (e.g. shares, takes turns and trades)	X	
Joins play with others	X	
Initiates play with others	X	
Uses problem solving strategies [e.g. identify problem and decide on solution(s)]	X	

Physical Development		
<b>Locomotor Skills</b>	<b>1</b>	<b>2</b>
Throws, catches and kicks a ball		
Coordinates muscles to walk, run, and climb		
Demonstrates balance by walking on a straight line, jumping, hopping and standing on one foot		
<b>Fine Motor Skills</b>	<b>1</b>	<b>2</b>
Demonstrates consistent hand preference while using other hand for stabilization		
Uses scissors to cut out simple shapes		
Holds writing tools with thumb and fingers (tripod grip)		
Copies and draws simple shapes and some letters		
Draws a person with 8 or more body parts		
Completes simple, interlocking puzzles		
Uses manipulatives purposefully		
Builds complex structures with blocks		

**Assessment Rubric for Science & Technology, History & Social Science, Social Emotional/21<sup>st</sup> Century Skills and Physical Development**

- C** Consistently meets expectations
- S** Sometimes meets expectations
- R** Rarely meets expectations
- X** Not evaluated during this semester

<b>Term 1 Comments</b>	
<b>Term 2 Comments</b>	

	Present	Absent	Tardy	Dismissed
<b>1st</b>	90	0	0	0
<b>2nd</b>	90	0	0	0
<b>YTD</b>	180	0	0	0