

Student \_\_\_\_\_

Teacher \_\_\_\_\_

School: **Colt Elmwood View Winans** Year \_\_\_\_\_

Principal \_\_\_\_\_

Attendance	1	2	3
Days Absent			
Tardy			

Conference	Fall	Spring
Parent/Guardian Attended		

**Assessment Code:** (\*) Exceeds Expectations (+) Has Mastered, Consistent Performance (P) Progressing  
 (N) Needs Development (H) Needs Help, Area Of Concern (T) Taught ( ) Not Taught At This Time

		1	2	3	
<b>Character Development &amp; Learning Skills</b>	<b>Responsibility:</b>	Uses self-control			
		Cooperates in the classroom setting			
		Contributes ideas in the classroom			
		Desires to learn and is willing to try			
		Observes classroom and school rules			
		Able to take care of own needs			
		Puts forth best effort			
	<b>Respect:</b>	Works and plays well with others			
		Shows respect for materials			
		Shows courtesy and respect to adults and classmates			
	<b>Working Skills:</b>	Listens carefully and follows directions			
		Uses time wisely			
		Works without disturbing others			
		Completes tasks independently			
		Tries to work neatly			
	Seeks help when needed				
	Participates in Personal Educational Goals				

		1	2	3
<b>Language Arts</b>	<b>Reading Level</b> (see descriptions on back)	(✓) Current Level		
	Pre Emergent Reader			
	Early Emergent Reader			
	Upper Emergent Reader			
	Early Reader			
	Letter Recognition Upper	/26	/26	/26
	Letter Recognition Lower	/26	/26	/26
	Letter Recognition Sounds	/26	/26	/26
	Pre Emergent Writer			
	Early Emergent Writer			
	Upper Emergent Writer			
	Early Writer			

<b>Mathematics</b>	Names basic shapes _____ basic _____ geometric			
	Uses manipulatives to demonstrate and explain concepts of patterning: ABAB AABB AABAAB ABBABB ABCABC			
	_____ Sorts and _____ classifies objects			
	Compares: _____ more/less/same _____ heavy/light			
	Identifies tools that are used to measure.			
	Counts to by 1's ( ) ( ) ( ) Counts to by 5's ( ) ( ) ( ) Counts to by 10's ( ) ( ) ( ) to 100			
	Counts sets of objects accurately to ( ), ( ), ( ) (year end goal: 30)			
	Recognizes numerals _____ 0-5 _____ 6-12 _____ 13-20 _____ 20-30			
	Arranges numerals in order _____ 0-5 _____ 6-12 _____ 13-20 _____ 20-30			
	Puts together and takes apart #'s that total up to 10.			
Recognizes simple addition and subtraction sentences				

<b>Science</b>	Life: Describes characteristics and needs of living organisms			
	Physical: Compares properties of objects using 5 senses			
	Earth and Space: Describes weather conditions, appropriate clothing, and safety precautions			

<b>Social Studies</b>	Recognizes locations on a simple map.			
	Understands why we have rules to help us get along			
	Identifies ways people are alike and different			
	Identifies basic needs (food, shelter, water, clothing, etc.)			
	Understands that money is used to purchase goods and services			

<b>Health</b>	Learns safety (Dangerous & Destructive, Say No, Good & Bad Touch) for home and school (poison, fire, guns, bus, strangers)			
	Learns life and health choices (teeth, food, rest and exercise, drugs, spread of germs, HIV)			
	Learns about Human Growth and Development			

<b>Motor:</b>	Shows small muscle coordination cutting coloring			
	Copies simple shapes			
	Forms D'Neilian letters correctly			
	Prints name: First ( ), Last ( )			

<b>Specials</b>	<b>Art:</b> Shows interest, enjoyment, and effort			
	Makes good use of materials			
	Comments:			
	<b>Music:</b> Participates willingly in music activities			
	Shows interest, enjoyment, and appreciation			
	Is meeting course objectives			
	<b>Physical Education:</b> Listens and follows directions			
	Shows positive attitude and effort			
	Shows motor skill coordination (runs, jumps, throws, catches, balances, etc.)			
	Comments:			

Teacher Canned Comments Here

The following characteristics help in determining the student's current developmental reading and writing levels:

<b>Pre Emergent Reader</b>	<b>Early Emergent Reader</b>	<b>Upper Emergent Reader</b>	<b>Early Reader</b>
<ul style="list-style-type: none"> <li>• Seeks adult help</li> <li>• Uses prior knowledge</li> <li>• Reproduces/completes simple patterns</li> <li>• Initiates participation</li> <li>• Seeks interaction</li> <li>• Volunteers insights</li> <li>• Attends while being read to</li> <li>• Looks at labels and pictures</li> <li>• Relates pictures to experience</li> <li>• Opens book, turns pages</li> <li>• Knows front of book</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys listening to stories and books</li> <li>• Uses prior knowledge</li> <li>• Predicts from a picture or pattern of words</li> <li>• Retells favorite stories</li> <li>• Notices environmental print</li> <li>• Memorizes rhymes, poems, and songs</li> <li>• Completes familiar patterns</li> <li>• Reads some frequently occurring words</li> <li>• Shows start/end of a book</li> <li>• Demonstrates knowledge of alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• Expects to get meaning from print</li> <li>• Reads environmental print</li> <li>• Enjoys shared experiences with books</li> <li>• Begins to match a printed to a spoken word</li> <li>• Recalls short books and story events from memory</li> <li>• Knows where to start reading on a page</li> <li>• Knows which way to read; top to bottom, left to right</li> <li>• Begins to predict words using letters, language, and meaning clues</li> <li>• Knows difference between letters/words</li> <li>• Demonstrates awareness of letters and sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses to read independently</li> <li>• Predicts and summarizes reading material</li> <li>• Begins to use letters, language, and meaning clues</li> <li>• Matches a printed to a spoken word</li> <li>• Rereads when it does not make sense</li> <li>• Identifies books as fiction and non-fiction</li> <li>• Attempts to read unfamiliar text but still requires some support</li> <li>• Self-corrects errors</li> <li>• Increases number of words known (high frequency and content)</li> </ul>
<b>Pre Emergent Writer</b>	<b>Early Emergent Writer</b>	<b>Upper Emergent Writer</b>	<b>Early Writer</b>
<ul style="list-style-type: none"> <li>• Seeks adult help</li> <li>• Uses prior knowledge</li> <li>• Reproduces simple patterns</li> <li>• Attends</li> <li>• Initiates participation</li> <li>• Seeks interaction</li> <li>• Voluntarily writes</li> <li>• Knows ideas can be written</li> <li>• Shows interest in writing</li> <li>• Holds a pencil</li> <li>• Experiments with pictures, scribbles, marks, repetitive forms, letter like forms</li> <li>• Uses random spatial layout</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that marks on paper carry meaning</li> <li>• Uses random letters, scribbles, and pictures</li> <li>• Dictates sentence related to a picture</li> <li>• Uses known letters</li> <li>• Writes own name</li> <li>• Contributes ideas to whole group writing projects</li> <li>• Writes personally important words</li> <li>• Can copy some words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Knows ideas can be written</li> <li>• Creates a simple sentence with help</li> <li>• Creates writing from a given topic</li> <li>• Repeats familiar words in writing</li> <li>• Begins to write simple descriptions using "sound spelling"</li> <li>• Uses beginning and ending consonants to make words</li> <li>• Dictates stories to accompany pictures</li> <li>• Has correct directional movement (L→R, T↓B)</li> <li>• Forms many letters</li> <li>• Begins leaving spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>• Constructs a message and is able to reread it over time</li> <li>• Creates writing that can be read by others</li> <li>• Reads own writing to others</li> <li>• Attempts stories and simple explanations</li> <li>• Creates simple sentences</li> <li>• Begins to use details</li> <li>• Writes words that are "spelled" the way they sound</li> <li>• Writes some high frequency words correctly</li> <li>• Uses spaces appropriately</li> <li>• Uses multiple consonants and some vowels</li> <li>• Uses punctuation randomly</li> </ul>