

READING	Q1	Q2	Q3	Q4																																										
Print Concepts	3 2 1	3 2 1	3 2 1	3 2 1																																										
	Follows words from left to right, top to bottom, and page-by-page.	Follows and tracks words, one-to-one.																																												
Print Concepts	3 2 1	3 2 1	3 2 1	3 2 1																																										
	Identifies 30-52 letters	Identifies 52 letters	Identifies 52 letters	Identifies 52 letters																																										
Phonological Awareness	3 2 1	3 2 1	3 2 1	3 2 1																																										
		Recognizes rhyming and non-rhyming words.	Recognizes and produces rhyming and non-rhyming words.	Recognizes and produces rhyming and non-rhyming words.																																										
Phonological Awareness	3 2 1	3 2 1	3 2 1	3 2 1																																										
			Blends, segments onsets and rimes of single-syllable spoken words.	Blends, segments onsets and rimes of single-syllable spoken words.																																										
Phonological Awareness	3 2 1	3 2 1	3 2 1	3 2 1																																										
			Isolates and pronounces the initial, middle vowel, and final sounds in CVC words.	Isolates and pronounces the initial, middle vowel, and final sounds in CVC words.																																										
Phonics and Word Recognition	3 2 1	3 2 1	3 2 1	3 2 1																																										
	Produces 12-23 consonant sounds.	Produces 23 consonant sounds.	Produces 23 consonant sounds.	Produces 23 consonant sounds.																																										
Phonics and Word Recognition	3 2 1	3 2 1	3 2 1	3 2 1																																										
		Produces 3-5 short vowel sounds.	Produces all short vowel sounds.	Produces all short and long vowel sounds.																																										
Phonics and Word Recognition	3 2 1	3 2 1	3 2 1	3 2 1																																										
		Reads 25 or more words	Reads 50 or more words	Reads 75 or more words																																										
Fluency	3 2 1	3 2 1	3 2 1	3 2 1																																										
	Fountas and Pinnell Reading Level	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td><td>H</td> <td>I</td><td>J</td><td>K</td><td>L</td><td>M</td><td>N</td><td>O</td><td>P</td><td>Q</td><td>R</td><td>S</td> </tr> <tr> <td colspan="4"></td> <td colspan="4">1st</td> <td colspan="4">2nd</td> <td colspan="4">3rd</td> <td colspan="4">4th</td> <td colspan="4">5th</td> </tr> </table>			A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S					1st				2nd				3rd				4th				5th		
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S																												
				1st				2nd				3rd				4th				5th																										
Key Ideas and Details	3 2 1	3 2 1	3 2 1	3 2 1																																										
	Asks and answers questions about key details in literary text.	Asks and answers questions about key details in informational text.	Asks and answers questions about key details in literary text.	Asks and answers questions about key details in informational text.																																										
Key Ideas and Details	3 2 1	3 2 1	3 2 1	3 2 1																																										
	Retells familiar stories.	Identifies main topic and retells key details.	Retells familiar stories.	Identifies main topic and retells key details.																																										
Craft and Structure of a Text	3 2 1	3 2 1	3 2 1	3 2 1																																										
	Recognizes common types of text. (storybooks, poems)	Asks and answers questions about unknown words in a text.	Names the author and illustrator and defines the role of each telling the story.	Identifies the front and back cover, and title page. Names the author and illustrator and defines the role of each in presenting the ideas or information.																																										
Integration of Knowledge and Ideas	3 2 1	3 2 1	3 2 1	3 2 1																																										
	Describes the relationship between illustrations and the story.	Identifies the reasons the author gives to support points in a text.	Compares and contrasts the adventures and experiences of characters.	Identifies basic similarities in and differences between two texts on the same topic.																																										
WRITING	Q1	Q2	Q3	Q4																																										
Text Types and Purposes	3 2 1	3 2 1	3 2 1	3 2 1																																										
	Uses a combination of drawing, dictating, and writing to compose a piece of writing.	Uses a combination of drawing, dictating, and writing to compose a piece of writing with simple sentences.	Uses a combination of drawing, dictating, and writing to compose a piece of writing with detailed sentences.	Uses a combination of drawing, dictating, and writing to compose a piece of writing with detailed sentences.																																										
LANGUAGE	Q1	Q2	Q3	Q4																																										
Conventions of Standard English	3 2 1	3 2 1	3 2 1	3 2 1																																										
	Prints 12 or more upper/lowercase letters.	Prints 23 or more upper/lowercase letters.	Prints all upper/lowercase letters.	Prints all upper/lowercase letters.																																										
Conventions of Standard English	3 2 1	3 2 1	3 2 1	3 2 1																																										
			Begins to capitalize the first word in a sentence and the pronoun I.	Capitalizes the first word in a sentence and the pronoun I.																																										
Conventions of Standard English	3 2 1	3 2 1	3 2 1	3 2 1																																										
		Recognizes and names end punctuation.	Recognizes, names and begins to use end punctuation.	Recognizes, names and uses end punctuation																																										
Conventions of Standard English	3 2 1	3 2 1	3 2 1	3 2 1																																										
		Writes letter(s) for most consonant and short vowel sounds.	Writes letter(s) for most consonant and short vowel sounds.	Writes letter(s) for most consonant and short vowel sounds.																																										

Vocabulary Acquisition and Use	3 2 1	3 2 1	3 2 1	3 2 1
	Identifies new meanings for familiar words and applies them accurately.	Uses the most frequently occurring inflections and affixes. (-ed, -s, un-, pre-)	Identifies new meanings for familiar words and applies them accurately.	Uses the most frequently occurring inflections and affixes. (-ed, -s, un-, pre-)
MATH	Q1	Q2	Q3	Q4
Know Number Names and Count Sequence	3 2 1	3 2 1	3 2 1	3 2 1
	Counts to 50 by ones.	Counts to 100 by ones.	Counts to 100 by ones and tens.	Counts forward from a given number.
Count to Tell the Number of Objects	3 2 1	3 2 1	3 2 1	3 2 1
	Counts as many as 10 objects saying the number names in the standard order using one to one correspondence.	Counts as many as 20 objects arranged in a line and array.	Counts as many as 20 objects arranged in a line, array and circle.	Counts 20 objects in a line, array and circle and 10 objects scattered and counts out a set from 1-20.
Compare Numbers	3 2 1	3 2 1	3 2 1	3 2 1
		Compares 2 sets up to 10 objects and identifies greater than or equal.	Compares sets up to 10 objects and states greater than, less than or equal.	Compares two numbers between 1 and 10 presented as written numerals.
Represent Addition and Subtraction with Fluency within 5	3 2 1	3 2 1	3 2 1	3 2 1
			Represents addition and subtraction within 5 with objects, fingers, mental images, drawings or verbal explanation.	Continuation of Q3 within 10 and fluent within 5.
Solve Addition and Subtraction Word Problems	3 2 1	3 2 1	3 2 1	3 2 1
			Solves addition and subtraction word problems within 5.	Solves addition and subtraction word problems within 10.
Identify and Describe Shapes	3 2 1	3 2 1	3 2 1	3 2 1
	Correctly names 2D and 3D shapes.			Describes relative positions of objects using names of shapes.
Analyze and Compare Shapes	3 2 1	3 2 1	3 2 1	3 2 1
	Analyzes and compares 2D and 3D shapes.			Compose simple shapes to form larger shapes.
Describe and Compare Measurable Attributes	3 2 1	3 2 1	3 2 1	3 2 1
		Describes and directly compares two objects with a measurable attribute.		Describes and directly compares two objects with a measurable attribute.
Classify Objects and Count the Number of Objects in each Category	3 2 1	3 2 1	3 2 1	3 2 1
	Classify objects into given categories.	Classify and count the number of objects in each category.		Classify objects and sort by count.
SCIENCE	Q1	Q2	Q3	Q4
Obtain, Evaluate and Communicate Scientific Information	3 2 1	3 2 1	3 2 1	3 2 1
	Physical Science: Sorts and classifies materials based on composition and physical attributes.	Earth Science: Classifies objects in the day and night sky; Communicates changes in the day/night cycle.	Earth Science: Describes attributes of soil, rocks, water, and air; Groups rocks by physical attributes.	Life Science: Argues how animals are grouped by features; Identifies parent and offspring pairs.
	3 2 1	3 2 1	3 2 1	3 2 1
		Physical Science: Investigates how an object's attributes influence its motion.	Life Science: Recognizes and classifies the difference between living and non-living.	Life Science: Argues how plants are grouped by similar features.
SOCIAL STUDIES	Q1	Q2	Q3	Q4
Geographic Understandings	3 2 1	3 2 1	3 2 1	3 2 1
	Differentiate land and water features on single maps and globes.	Describe the diversity of American culture. Explain customs and celebrations of families and communities.		State the street address, city, state and country in which the student lives.
		Explain that maps and globes are a view from above.		
Historical Understandings	3 2 1	3 2 1	3 2 1	3 2 1
	Identify the national holidays and describe the people and/or events described.	Identify the national holidays and describe the people and/or events described.	Identify the national holidays and describe the people and/or events described.	Identify the national holidays and describe the people and/or events described.
		Identify the national and state flags and the Pledge of Allegiance.	Identify the bald eagle.	Identify the Lincoln Memorial, Washington Monument, and the White House.
Civic & Government Understandings	3 2 1	3 2 1	3 2 1	3 2 1
	Explain why rules should be followed.		Describe examples of positive character traits.	Describe examples of positive character traits.
Economic Understandings	3 2 1	3 2 1	3 2 1	3 2 1
	Explain how money is used to purchase goods and services.	Explain that people must make choices in an economy.		

HEALTH	Q1	Q2	Q3	Q4
Comprehends concepts of health promotion and disease prevention	3 2 1	3 2 1	3 2 1	3 2 1
PHYSICAL EDUCATION	Q1	Q2	Q3	Q4
Demonstrates motor skills and movement patterns	3 2 1	3 2 1	3 2 1	3 2 1
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
ART	Q1	Q2	Q3	Q4
Creates art using observation, experience & imagination with elements of art	3 2 1	3 2 1	3 2 1	3 2 1
Uses art vocabulary to discuss own art & art of others	3 2 1	3 2 1	3 2 1	3 2 1
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
MUSIC	Q1	Q2	Q3	Q4
Demonstrates through performance an awareness of pitch	3 2 1	3 2 1	3 2 1	3 2 1
Demonstrates through performance an awareness of rhythm	3 2 1	3 2 1	3 2 1	3 2 1
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
TECHNOLOGY	Q1	Q2	Q3	Q4
Comprehends and applies Kindergarten concepts and skills related to technology	3 2 1	3 2 1	3 2 1	3 2 1
LEARNING SKILLS & BEHAVIORS	Q1	Q2	Q3	Q4
Organizes self and materials	S P N	S P N	S P N	S P N
Works neatly	S P N	S P N	S P N	S P N
Works independently	S P N	S P N	S P N	S P N
Asks questions/Seeks help when needed	S P N	S P N	S P N	S P N
Completes tasks in a timely manner	S P N	S P N	S P N	S P N
Stays on task	S P N	S P N	S P N	S P N
Uses self control	S P N	S P N	S P N	S P N
Exhibits good listening skills	S P N	S P N	S P N	S P N
Accepts responsibility for behavior	S P N	S P N	S P N	S P N
Claims fair share of attention	S P N	S P N	S P N	S P N
Expresses feelings appropriately	S P N	S P N	S P N	S P N
Treats others with respect	S P N	S P N	S P N	S P N
Accepts personal responsibility	S P N	S P N	S P N	S P N
Works cooperatively with others	S P N	S P N	S P N	S P N
Controls talking	S P N	S P N	S P N	S P N
Follows directions	S P N	S P N	S P N	S P N
Shows respect for peers	S P N	S P N	S P N	S P N
Shows respect for authority	S P N	S P N	S P N	S P N
Shows respect for property	S P N	S P N	S P N	S P N
ATTENDANCE	Q1	Q2	Q3	Q4
Tardies				
Absences				

PLACEMENT INFORMATION
<input type="checkbox"/> Promoted to 1st grade <input type="checkbox"/> Placed in 1st grade <input type="checkbox"/> Additional Year in K Grade

## PERFORMANCE INDICATORS

The purpose of the report card is to communicate to students, parents, and staff the progress each student is making toward accomplishing performance-based standards.

- 3+** = Exceeds Standards - In addition to the 3, makes applications and inferences beyond expectations
- 3** = Meets Standards - Consistently and independently
- 2** = Progressing toward meeting standards
- 1** = Limited progress or does not meet standards



or NA = Not assessed at this time

### LEARNING SKILLS & BEHAVIORS

- S** = **SUCCESSFUL** - Student displays appropriate learning skills and behaviors
- P** = **PROGRESSING** - Student is progressing; displays appropriate learning skills and behaviors most of the time
- N** = **NEEDS IMPROVEMENT** - Student does not display learning skills and behaviors that lead to success



**COBB COUNTY**  
SCHOOL DISTRICT

**ONE TEAM. ONE GOAL.**  
**STUDENT SUCCESS.**

### Fountas and Pinnell (Guided Reading) Reading Level Characteristics

<b>A</b> Parent Tips:	<b>Readers are beginning to learn how print works and to notice the relationship between sounds and letters.</b> <i>Children must be given the opportunity to read and reread these simple texts with help. Encourage your child to finger point each spoken word to the written word.</i>
<b>B</b> Parent Tips:	<b>Readers are learning how print works, developing left to right directionality.</b> <i>Continue to provide opportunities to read and reread these simple texts with help while encouraging to finger point each spoken word to the written word.</i>
<b>C</b> Parent Tips:	<b>Readers encounter simple stories and familiar topics with 2-6 lines of print on each page.</b> <i>Praise children for self-correcting and assist the use of dialogue with the voice.</i>
<b>D</b> Parent Tips:	<b>Readers track print with their eyes and process texts with fewer repeating language patterns.</b> <i>Children should stop pointing to each word. Attention should be given to word endings.</i>
<b>E</b> Parent Tips:	<b>Readers encounter texts with 3-8 lines of print per page.</b> <i>Choose text with familiar vocabulary to your child which is likely used in their oral language.</i>
<b>F</b> Parent Tips:	<b>Readers are beginning to build knowledge of the characteristics of different genres of texts.</b> <i>Texts may include familiar content that expands beyond home, neighborhood, and school.</i>
<b>G</b> Parent Tips:	<b>Readers encounter a wider range of texts. They are still reading texts with 3-8 lines of print per page, but the print is slightly smaller.</b> <i>Children should be reading for understanding. Encourage self-correcting and rereading.</i>
<b>H</b> Parent Tips:	<b>Readers encounter the same challenges as Level G; but the language and vocabulary are more complex.</b> <i>Children will begin to read more new texts silently in order to achieve efficient and smooth processing.</i>
<b>I</b> Parent Tips:	<b>Readers will be processing texts that are mostly short (8-16 pages) as well as some easy illustrated chapter books (40-60 pages) that require them to sustain attention and memory over time.</b> <i>Find short chapter books with a single point of view and illustrations to help support the text.</i>
<b>J</b> Parent Tips:	<b>Readers are able to process a variety of texts.</b> <i>Children read silently during independent reading.</i>
<b>K</b> Parent Tips:	<b>Readers are able to process a wide variety of genres.</b> <i>As children read orally they should be demonstrating all aspects of fluency.</i>
<b>L</b> Parent Tips:	<b>Readers process easy chapter books including some series books.</b> <i>Children should be able to solve many complex words including multi-syllable words, contractions, possessives, content-specific and some technical words.</i>
<b>M</b> Parent Tips:	<b>Readers know the characteristics of a range of genres.</b> <i>Encourage children to explore chapter books and nonfiction topics of interest to them.</i>
<b>N</b> Parent Tips:	<b>Readers are able to process a full range of genres.</b> <i>Children are able to solve words smoothly and automatically in both silent and oral reading.</i>
<b>O</b> Parent Tips:	<b>Readers have very similar genre characteristics as Level N. They can process complex sentences and solve new vocabulary words.</b> <i>At this level children should be able to read and fully understand the text.</i>
<b>P</b> Parent Tips:	<b>Readers can identify the characteristics of a full range of genres.</b> <i>As children encounter more abstract text it is crucial that it can be comprehended by the child.</i>

### ELA/Reading

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### Math

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### Science

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### Social Studies

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### Specials\General Comments

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