



# FRAMINGHAM PUBLIC SCHOOLS

# Elementary Report Card

School: [REDACTED]  
 Date: January 13, 2016  
 Teacher: [REDACTED]

Student: Fake, Fake [REDACTED]  
 LASID: [REDACTED]  
 Grade: KF

Attendance	Term 1	Term 2
Absent	3	
Tardy	0	
Early	0	

### Approaches to Learning and Effort Indicators

- 4 - Student demonstrates skill/effort **consistently**
- 3 - Student demonstrates skill/effort **most** of the time
- 2 - Student demonstrates skill/effort **some** of the time
- 1 - Student requires on-going intervention
- X - Standard not addressed at this time

### Academic Performance Skills Indicators

- M** - Indicates that the student consistently and independently demonstrates **mastery of/proficiency** in the grade level standard
- P** - Indicates that the student is **progressing** toward consistent and independent mastery of/proficiency in the grade level standard
- B** - Indicates that the student is **beginning** to progress toward the grade level standard with additional time and support
- N** - Indicates that the student is **not yet demonstrating** progress toward the grade level standard
- X** - Standard not addressed at this time

PERSONAL AND SOCIAL GROWTH	Performance Indicators	
Personal Development/Classroom and Community Skills	Term 1	Term 2
Regulates behavior effectively in structured settings		
Regulates behavior effectively in unstructured settings		
Accepts responsibility for choices and behaviors		
Works and plays without disrupting others		
Follows classroom routines		
Adjusts to transitions and changes in routines		
Responds effectively to conflict		
Takes care of materials and belongings		
Approaches to Learning	Term 1	Term 2
Perseveres in challenging situations		
Stays on task		
Completes tasks		
Seeks help when needed		
Engages actively in learning		
Uses time constructively		
Listens attentively		
Responds effectively to verbal and non-verbal instruction		
Takes learning risks/Demonstrates initiative		
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Reading Literature & Informational Text	Term 1	Term 2
Demonstrates an understanding of the organization of text		
Asks and answers questions about key details in a text		
Comprehends a variety of genres		
Reading Foundational Skills	Term 1	Term 2
Demonstrates an understanding of concepts of print (follows words from left to right, top to bottom, and page by page)		
Recognizes and names all upper and lower case letters of the alphabet		
Demonstrates an understanding of spoken word, syllables, and sounds		
Knows all letter sounds		
Reads common high-frequency words by sight		
Applies kindergarten phonics and word analysis skills		
Reads grade-level texts with purpose and understanding		
Writing	Term 1	Term 2
Uses a combination of drawing, dictating and writing to compose opinion pieces about a topic		
Uses a combination of drawing, dictating and writing to convey information about a topic		
Uses a combination of drawing, dictating and writing to narrate an event and provide a reaction to what happened		
Adds details to strengthen writing with guidance and support from adults		
Speaking and Listening	Term 1	Term 2
Participates in discussions by listening actively and contributing knowledge and ideas		
Demonstrates understanding of a text read aloud or information		

LITERACY	Performance Indicators
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**Student:** Fake, Fake NMN

<b>Speaking and Listening</b>	<b>Term 1</b>	<b>Term 2</b>
presented orally		
Asks and answers questions to seek help, get information, or deepen understanding		
Describes familiar people, places, things, and events		
Speaks audibly and expresses thoughts, feelings, and ideas		
<b>Language (Written and Oral)</b>	<b>Term 1</b>	<b>Term 2</b>
Prints all upper and lower case letters		
Demonstrates command of capitalization, punctuation and spelling when writing		
Spells simple words phonetically, drawing on knowledge of sound-letter relations in writing		
Uses vocabulary words and phrases acquired through conversations, reading, being read to, and responding to texts		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Puts forth best effort in Reading		
Puts forth best effort in Writing		

<b>MATHEMATICS</b>	<b>Performance Indicators</b>	
<b>PRACTICE STANDARDS</b>	<b>Term 1</b>	<b>Term 2</b>
Makes sense of problems and perseveres in solving them		
Attends to precision		
Reasons and explains		
Models and uses tools		
Sees structure and generalizes		
<b>CONTENT STANDARDS</b>	<b>Term 1</b>	<b>Term 2</b>
<b>Counting and Cardinality</b>	<b>Term 1</b>	<b>Term 2</b>
Knows the number names and counts in sequence to 100		
Counts to 100 by tens		
Reads and writes numerals to 20		
Counts to tell the number of objects		
Counts to answer "how many" questions using as many as 20 objects		
Compares numbers to 10 (greater than, less than, equal to)		
<b>Operations and Algebraic Thinking</b>	<b>Term 1</b>	<b>Term 2</b>
Represents addition as putting together and adding to, using various strategies		

Represents subtraction as taking apart and taking from, using various strategies		
Solves addition story problems within 10 using objects or drawings		
Solves subtraction story problems within 10 using objects or drawings		
Decomposes (breaks apart) numbers less than or equal to 10 into pairs in more than one way		
Adds and subtracts within 5 fluently		
<b>Numbers and Operations in Base-Ten</b>	<b>Term 1</b>	<b>Term 2</b>
Uses objects and drawings to compose and decompose numbers 11-19 as a ten and some ones		
<b>Measurement and Data</b>	<b>Term 1</b>	<b>Term 2</b>
Describes and compares measurable attributes such as length and weight		
Classifies objects and counts the number of objects in categories		
<b>Geometry</b>	<b>Term 1</b>	<b>Term 2</b>
Describes the relative position of objects using terms (above, below, beside, in front of, behind, and next to)		
Identifies and describes two- and three-dimensional shapes		
Analyzes, compares, creates and composes shapes		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Puts forth best effort in Mathematics		

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<b>SOCIAL STUDIES</b>	<b>Performance Indicators</b>	
<b>Social Studies Practices</b>	<b>Term 1</b>	<b>Term 2</b>
Asks pertinent questions about the content		
Explores information from maps, globes, graphs and timelines		
Demonstrates learning through discussion		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Puts forth best effort in Social Studies		

Contributes respectfully		
<b>Academic Performance Skills</b>	<b>Term 1</b>	<b>Term 2</b>
Demonstrates an understanding of grade level art concepts		
Uses materials and tools effectively		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Puts forth best effort in Art		

<b>SCIENCE</b>	<b>Performance Indicators</b>	
<b>Scientific Practices</b>	<b>Term 1</b>	<b>Term 2</b>
Asks questions and defines problems		
Develops and uses models		
Plans and carries out investigations		
Analyzes and interprets data		
Uses mathematics and computational thinking		
Constructs explanations and designs solutions		
Engages in arguments from evidence		
Obtains, evaluates and communicates information		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Puts forth best effort in Science		

<b>MUSIC</b>	<b>Performance Indicators</b>	
<b>Personal and Social Growth</b>	<b>Term 1</b>	<b>Term 2</b>
Demonstrates self-control of body, voice, and personal space		
Contributes respectfully		
<b>Academic Performance Skills</b>	<b>Term 1</b>	<b>Term 2</b>
Demonstrates awareness of pitch		
Demonstrates awareness of beat		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Puts forth best effort in Music		

<b>PHYSICAL EDUCATION</b>	<b>Performance Indicators</b>	
<b>Pro Social Skills</b>	<b>Term 1</b>	<b>Term 2</b>
Demonstrates respect towards teachers and classmates, self control of body, voice, and personal space.		
<b>Academic Performance Skills</b>	<b>Term 1</b>	<b>Term 2</b>
Demonstrates age-appropriate movement/motor concepts and manipulative skills		
<b>Effort</b>	<b>Term 1</b>	<b>Term 2</b>
Demonstrates sportsmanship and participates fully and cooperatively		

<b>ART</b>	<b>Performance Indicators</b>	
<b>Personal and Social Growth</b>	<b>Term 1</b>	<b>Term 2</b>
Exhibits appropriate classroom behavior		

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Effort	Term 1	Term 2
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**FRAMINGHAM PUBLIC SCHOOLS  
COMMENT SHEET  
2015-2016**

**Student:** Fake, Fake NMN

**School:** Office of Technology

**Teacher:** Arms, M

**Date:** January 13, 2016

**Boxes with the denotation of “X” indicate that the standard has not yet been formally assessed. This mark is a result of ongoing upgrades within the district curricula and the introduction of the new standards-based report card. This “X” in no way reflects your child’s performance for the current school year.**

**Semester 1:**

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**Teacher Signature**