

<p><b>KINDERGARTEN</b></p> <p>Student Name: _____</p> <p>Student Number: _____</p> <p>Teacher Name: _____</p> <p>Date Printed: _____</p>	<p><b>Approach to Learning</b></p> <p>C = Consistently demonstrates this skill.  I = Inconsistently demonstrates this skill.  R = Rarely demonstrates this skill. Academic progress is affected.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;">Self-Awareness</td> <td style="width: 33%;"></td> <td style="width: 33%;">Relationship Skills</td> </tr> <tr> <td></td> <td>Self-Management</td> <td></td> <td>Responsible Decision-Making</td> </tr> <tr> <td></td> <td>Social Awareness</td> <td></td> <td></td> </tr> </table> <p>(Yes/No) Your child's absences/tardies negative affect your child's progress.</p>		Self-Awareness		Relationship Skills		Self-Management		Responsible Decision-Making		Social Awareness		
	Self-Awareness		Relationship Skills										
	Self-Management		Responsible Decision-Making										
	Social Awareness												

**Standards and Grade Level Essential Learning Outcomes (ELOs)**

The North Dakota standards provide a road map to help ensure that students are successful in college, careers, and life. The standards define what students will learn in multiple content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication. Fargo teachers have prioritized standards for every grade level in order to ensure a guaranteed and viable curriculum for all students. Student progress on grade level *Essential Learning Outcomes* (ELOs) is reported at the end of each trimester.

**End of Year Learning Goals**

Because grade level essential learning outcomes (ELOs) are end of year goals, parents and students will typically see scores of 1 or 2 in the first and second trimester. Students practice new knowledge and skills until they can perform grade level ELOs independently. While students learn in different ways and at different rates, our goal is to reach proficiency by the end of the year and challenge students with applications of deeper learning when they demonstrate proficiency sooner.

			
Adult holds on to help balance	Adult is close at hand to guide and support	End of Year Goal: Rides Alone	Sharp turns and high speed hills
<b>1</b>	<b>1.5</b>	<b>2</b>	<b>2.5</b>
		<b>3</b>	<b>3.5</b>
		<b>4</b>	

**What is a 4?**

Some students are able to reach proficiency sooner than expected, and may be able to work on a more in-depth application of the ELO. These levels do not represent achievement of ELOs at the next grade level. Students who are able to provide evidence of their learning at this level will receive a 3.5 or 4.

**Special Note about Science, Social Studies, Art, Music and PE this year:**

Students will receive a (S) Satisfactory or (U) Unsatisfactory mark for these subjects this year due to the variety of instructional levels students are experiencing due to COVID-19 restrictions.

<b>LITERACY</b>	<b>TRI 1</b>	<b>TRI 2</b>	<b>TRI 3</b>
Understand print features.			
Understand spoken words, syllables, and sounds.			
Know and apply phonics and word decoding skills.			
Read grade-level text with purpose and understanding.			
Write using a combination of drawing and writing.			

<b>MATH</b>	<b>TRI 1</b>	<b>TRI 2</b>	<b>TRI 3</b>
Count forward within 100. Count backward within 30.			
Write numbers 0 to 20.			
Count to answer "how many?" questions.			
Show addition and subtraction in a variety of ways.			
Solve word problems within 10.			
Fluently add and subtract within 5.			
Correctly name shapes and solids.			

	<b>TRI 1</b>	<b>TRI 2</b>	<b>TRI 3</b>
<b>SCIENCE</b>	S/U	S/U	S/U
Explores process of science inquiry			

	<b>TRI 1</b>	<b>TRI 2</b>	<b>TRI 3</b>
<b>SOCIAL STUDIES</b>	S/U	S/U	S/U
States birthday, address, and phone number			
Identifies community helpers			

	TRI 1	TRI 2	TRI 3
<b>VISUAL ARTS</b>	S/U	S/U	S/U
I can practice using different media in different ways.			
I can choose some of my artwork to display and explain why			
I can explain why I like an artwork			
I can make art to tell a story about me			
Demonstrates respect for art, people and art materials			

	TRI 1	TRI 2	TRI 3
<b>MUSIC</b>	S/U	S/U	S/U
Creates musical ideas to demonstrate concepts (e.g. long-short, high-low, fast-slow, and loud-soft).			
Performs with a steady beat.			
Performs with a singing voice.			
Demonstrates grade level vocabulary to describe music.			
Displays a positive attitude and follows directions during music activities.			

	TRI 1	TRI 2	TRI 3
<b>PHYSICAL EDUCATION</b>	S/U	S/U	S/U
I can hop on one foot			
I can jump and land in horizontal Plan			
I can balance using different bases of support			
I can differentiate between self and general space			
I can participate actively in PE			
I can follow directions in a group setting			