



**Boulware Springs
Charter School**
1303 NE 23rd Ave
Gainesville, FL 32609
(352) 244-9732
www.boulwarecharter.com

KINDERGARTEN

2017-18 ACADEMIC YEAR TERM 3
PROGRESS REPORT (1/3 TO 3/16)

ABOUT OUR REPORT CARDS

Standards Based Grading Scale:

0 - 0.99: No Evidence of Mastery
1 - 1.99: Novice Mastery
2 - 2.99: Developing Mastery
3 - 3.99: Approaching Mastery
4: Mastery

CLASSES	T1	T2	T3	T4
Reading- Cunningham				
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			1	
1a: Print many upper- and lowercase letters.		3		
1b: Use frequently occurring nouns and verbs.			4	
2c: Write a letter or letters for most consonant and short-vowel sounds (phonemes).	1.6	2.44		
2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	1	1.6	1.24	
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			1	
Demonstrate understanding of the organization and basic features of print.		3		
1a: Follow words from left to right, top to bottom, and page by page.		4		
1b: Recognize that spoken words are represented in written language by specific sequences of letters.	3			
1d: Recognize and name all upper- and lowercase letters of the alphabet.	1	2.2	3.28	
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	3			



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CLASSES	T1	T2	T3	T4
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	1.38	2.72	3.53	
2a: Recognize and produce rhyming words.	1	2.8		
2b: Count, pronounce, blend, and segment syllables in spoken words.			2.1	
2b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	1		0.4	
2c: Blend and segment onsets and rimes of single-syllable spoken words.			0	
2d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)	1.56	2.78	3.77	
Know and apply grade-level phonics and word analysis skills in decoding words.	1.8	2.08	3.76	
3a: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	1.8	2.73	3.22	
3b: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.		2.76	2.96	
3c: Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	1.03	1.85	2.45	
With prompting and support, ask and answer questions about key details in a text.		4	3.04	
With prompting and support, identify the main topic and retell key details of a text.		3.2	2.91	
Identify the front cover, back cover, and title page of a book.		4		
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		3		



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With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).		4	1.6	
Actively engage in group reading activities with purpose and understanding.			0	
With prompting and support, ask and answer questions about key details in a text.		3.84	3.01	
With prompting and support, retell familiar stories, including key details.		3.6	1.44	
With prompting and support, identify characters, settings, and major events in a story.	2	2.6	2.94	
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		4		
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).				
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.			3	
Actively engage in group reading activities with purpose and understanding.		3.6	2.38	
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		3		
1a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).		4		
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		3.68	1.47	
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		4		



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CLASSES	T1	T2	T3	T4
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		3		
Speak audibly and express thoughts, feelings, and ideas clearly.		4		
Print many uppercase and lowercase letters of the alphabet and recognize the difference between the two.		3	3	
Write from left to right and top to bottom of page			3	
Recognize spacing between letters and words		3	3	
Print own first and last name			3	
Know and apply grade-level phonics and word analysis skills in decoding words.			4	
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	1	2.44		
Math- Cunningham				
Classify two-dimensional figures into categories based on their properties.		4		
Reason with shapes and their attributes.		4		
Convert like measurement units within a given measurement system.		3		
Represent and interpret data.		3		
Extend the counting sequence.	2		2.6	
Generalize place value understanding for multi-digit whole numbers.			2.8	
Understand place value.			2.8	
Use place value understanding and properties of operations to add and subtract.			2.8	



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CLASSES	T1	T2	T3	T4
Add and subtract within 20.			2.46	
Add and subtract within 20.			3	
Analyze patterns and relationships.			2.52	
Gain familiarity with factors and multiples.			0	
Generate and analyze patterns.			2.23	
Represent and solve problems involving addition and subtraction.			1.58	
Understand and apply properties of operations and the relationship between addition and subtraction.			3.05	
Work with addition and subtraction equations.			2.62	
Write and interpret numerical expressions.			2.77	
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.1		3.18		
Compare two numbers between 1 and 10 presented as written numerals.		3.18		
Understand the relationship between numbers and quantities; connect counting to cardinality.	2.15	3.87	2.15	
4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	2.15	3.14	1.85	
4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	2.15	3.16	1.86	
4c: Understand that each successive number name refers to a quantity that is one larger.	2.32	3.17	1.87	



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CLASSES	T1	T2	T3	T4
Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	2.14	3.66	2.07	
Count to 100 by ones and by tens.		2	3.2	
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	2.8	1.89	2.56	
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	2.43	2.77	2.91	
Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).		4		
Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.		4		
Correctly name shapes regardless of their orientations or overall size.		4		
Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").		4		
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.1	2			
Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.		3.17		
Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.		2.58		



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CLASSES	T1	T2	T3	T4
Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.			2.8	
Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.		2	2.52	
Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.			2.49	
Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).		2	2.52	
For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.		4	2.49	
Fluently add and subtract within 5.			2.58	
Understand the concept of writing and identifying numerals	3.11	3.04	3.62	
Understand the relationship between numbers and quantities; connect counting to cardinality.	4			
Count to answer "how many?" questions	4			
Count to 100 by ones and by tens.		2		
Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts		2.08		
Correctly name shapes regardless of their orientations or overall size.		3		
Describe measurable attributes of objects, such as length or weight.		3		



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CLASSES	T1	T2	T3	T4
Represent addition and subtraction with objects, fingers, mental images, drawings, sounds		2		
Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.		3		
Science- Cunningham				
Recognize the five senses and related body parts.	3			
Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.	3			
Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.		4		
Collaborate with a partner to collect information.	2.5	3.76	3.32	
Make observations of the natural world and know that they are descriptors collected using the five senses.	2.88	3.82	3.78	
Keep records as appropriate such as pictorial records of investigations conducted.	3	3.84	1.18	
Observe and create a visual representation of an object which includes its major features.	3	3.84	2.95	
Recognize that learning can come from careful observation.	2.88	3.82	1.18	
Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.			4	
Observe that things that make sound vibrate.			0	
Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.			1.47	
Writing- Cunningham				



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Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			1	
2c: Write a letter or letters for most consonant and short-vowel sounds (phonemes).		2		
2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		3		
1b: Recognize that spoken words are represented in written language by specific sequences of letters.			0	
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			1	
2d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)		2	0.8	
Know and apply grade-level phonics and word analysis skills in decoding words.			0	
3a: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.			0.6	
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.			1	
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.			1	
Print many uppercase and lowercase letters of the alphabet and recognize the difference between the two.		4	4	
Write from left to right and top to bottom of page		3	2.4	
Recognize spacing between letters and words		3	1.8	



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CLASSES	T1	T2	T3	T4
Print own first and last name		4		
Understand the concept of writing and identifying numerals		4		
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		2		
Social Studies- Cunningham				
Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.			3	
Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.			3	
Recognize the importance of U.S. symbols.			3	
Demonstrate the characteristics of being a good citizen.			3.6	
Define and give examples of rules and laws, and why they are important.			4	
Explain the purpose and necessity of rules and laws at home, school, and community.			4	
Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.	3			
Locate and describe places in the school and community.	3			
Describe the relative location of people, places, and things by using positional words.	2.7			
Explain that maps and globes help to locate different places and that globes are a model of the Earth.	3		3.6	
Spanish- Cunningham				



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CLASSES	T1	T2	T3	T4
Recognize products of culture (e.g. food, shelter, clothing, transportation, toys).		3.5		
Introduce self and others using basic, culturally-appropriate greetings.	1			
Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.	1		1	
Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.		0		
Recognize words and phrases when used in context on familiar topics.			2	
Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.			2.3	

GENERAL COMMENTS

[REDACTED] is a joy to have in class. She is making tremendous gains in the classroom. She aims to please and her positive attitude is helping her both in the classroom and in her peer relationships. When [REDACTED] is in a good mood, her academics are on more on grade level. If [REDACTED] is having a bad day or if something is not going her way, she does not put forth her best effort.

[REDACTED] is working on catching up to her peers in her sight word recognition, her ability to sound out words, and her writing skills. At this point in the school year, she should be able to write at least 2 complete sentences with punctuation. She can do this sometimes but is inconsistent.