

Report Card

Toledo Elementary School

600 SE Sturdevant Road
 Toledo, OR 97391-9741
 541-336-5121

2011-2012 School Year

Student: XXXXXXXXXX

ID: 0297025

Grade: KG

- Grading Rubric Key:**
- | | |
|---|--|
| 1- Even with help, the student has no understanding | 4- Knows information/skill taught |
| 2- With help, able to do some of the skills | 5- Can infer or apply skill beyond level 4 |
| 3- Independently can do some of the skills | 6 - Shows exceptional application consistently |
- * Standards for which there is no rubric grade marked indicates that the standard will be used at a later date.

Period	Course	Teacher	Semester 1	Semester 2	Comments
A	Interval Attendance	Irish-AM Erinne D			02 01
E	LANGUAGE ARTS KG	Irish-AM Erinne D	4.10	5.00	
E	SCIENCE KG	Irish-AM Erinne D	4.00	4.00	
E	MATHEMATICS KG	Irish-AM Erinne D	4.30	5.00	
E	SOCIAL STUDIES KG	Irish-AM Erinne D	4.50	4.00	
E	ART	Irish-AM Erinne D	4.00		
P	Interval Attendance	Irish-AM Erinne D			

Comments Key:

- 01 Consistently Finishes Work
- 02 Works Well In All Subjects
- 03 Helpful/Dependable In Class
- 04 Positive And Works With Others
- 05 Great Attitude And Effort
- 06 Satisfactory Effort
- 08 Capable of Achieving More
- 09 Easily Distracted
- 10 Socializes During Instruction
- 11 Behavior Issues Out Of Class
- 13 Does Not Know Math Facts
- 15 Sacrificing Accuracy For Speed
- 17 More Effort Needed
- 18 Improving
- 19 Inappropriate Behavior
- 21 Does Not Complete Homework
- 23 Increase At-Home Reading
- 25 Showing Improvement In Behavior

	Sem 1	Sem 2
LANGUAGE ARTS KG		
<i>Teacher: Irish-AM Erinne D</i>		
K.RL: Reading: Literature - Key Ideas and Details	4	5
K.RL: Reading: Literature - Craft and Structure	3	4
K.RL: Reading: Literature - Integration of Knowledge and Ideas	*	5
K.RL: Reading: Literature - Range of Reading and Level of Text Complexity	4	4
K.RI: Reading: Informational Text - Key Ideas and Details	*	5
K.RI: Reading: Informational Text - Craft and Structure	3	4
K.RI: Reading: Informational Text - Integration of Knowledge and Ideas		
K.RI: Reading: Informational Text - Range of Reading and Level of Text Complexity	4	4
K.RF: Reading: Foundational Skills - Print Concepts	3	4
K.RF: Reading: Foundational Skills - Phonological Awareness	4	5
K.RF: Reading: Foundational Skills - Phonics and Word Recognition		
K.RF: Reading: Foundational Skills - Fluency		
K.W: Writing: Text Types and Purposes	3	5
K.W: Writing: Production and Distribution of Writing		
K.W: Writing: Research to Build and Present Knowledge		

	Sem 1	Sem 2
LANGUAGE ARTS KG cont...		
<i>Teacher: Irish-AM Erinne D</i>		
K.W: Writing: Range of Writing		
K.SL: Speaking and Listening: Comprehension and Collaboration	4	4
K.SL: Speaking and Listening: Presentation of Knowledge and Ideas	4	4
K.L: Language: Conventions of Standard English	3	4
K.L: Language: Knowledge of Language		
K.L: Language: Vocabulary Acquisition and Use	3	3
SCIENCE KG		
<i>Teacher: Irish-AM Erinne D</i>		
K.1 STRUCTURE AND FUNCTION: Living and non-living things are composed of related parts that function together to form systems.	4	*
K.2 INTERACTION AND CHANGE: Force, energy, matter, and organisms interact within living and non-living systems.		
K.3 SCIENTIFIC INQUIRY: Scientific inquiry is a process of investigation based on science principles and questioning, collecting, describing, and examining evidence to explain natural phenomena and artifacts.	*	4

	Sem 1	Sem 2
SCIENCE KG cont.		
<i>Teacher: Irish-AM, Erinne D.</i>		
K.4 ENGINEERING DESIGN: Engineering design is a process of using science principles to make modifications in the world to meet human needs and aspirations.	*	4
MATHEMATICS KG		
<i>Teacher: Irish-AM, Erinne D.</i>		
K.CC: Counting and Cardinality - Know number names and the count sequence.	4	5
K.CC: Counting and Cardinality - Count to tell the number of objects.	4	4
K.CC: Counting and Cardinality - Compare Numbers	*	5
K.OA: Operations and Algebraic Thinking - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	*	4
K.NBT: Number and Operations in Base Ten - Work with numbers 11-19 to gain foundations for place value.	*	5
K.MD: Measurement and Data - Describe and compare measurable attributes.	*	5
K.MD: Measurement and Data - Classify objects and count the number of objects in each category.	5	*
K.G: Geometry - Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	4	4
K.G: Geometry - Analyze, compare, create, and compose shapes.	*	4
SOCIAL STUDIES KG		
<i>Teacher: Irish-AM, Erinne D.</i>		
Social Sciences Grade K: CIVICS AND GOVERNMENT	4	*
Social Sciences Grade K: ECONOMICS/FINANCIAL LITERACY		
Social Sciences Grade K: GEOGRAPHY	5	*
Social Sciences Grade K: HISTORICAL KNOWLEDGE		
Social Sciences Grade K: HISTORICAL THINKING		
Social Sciences Grade K: SOCIAL SCIENCE ANALYSIS		

Attendance	Sem 1	Sem 2
Days Absent	2	0
Times Tardy	0	0

Taft High School

	Sem 1	Sem 2
Spanish 1		
<i>Teacher: Wilkinson, Kristin</i>		
Second Language Benchmark 2 (NOVICE-LOW): Comprehend verbal or signed language from authentic and other sources. (i.e. TV, radio, video or live presentations)		
Second Language Benchmark 2 (NOVICE-LOW): Comprehend print materials from a variety of authentic and other sources.	4	*
Second Language Benchmark 2 (NOVICE-LOW): Understand and respond to what others say/sign.	6	*
Second Language Benchmark 2 (NOVICE-LOW): Speak to present rehearsed information.		
Second Language Benchmark 2 (NOVICE-LOW): Write to communicate meaning.	6	*
Second Language Benchmark 3 (NOVICE-MID): Comprehend verbal or signed language from authentic and other sources. (i.e. TV, radio, video or live presentations)	5	*
Second Language Benchmark 3 (NOVICE-MID): Comprehend print materials from a variety of authentic and other sources.	4	*
Second Language Benchmark 3 (NOVICE-MID): Understand and respond to what others say/sign.	5	*
Second Language Benchmark 3 (NOVICE-MID): Speak to present rehearsed information.		
Second Language Benchmark 3 (NOVICE-MID): Write to communicate meaning.	4	*
Second Language Benchmark 1 (PRE-NOVICE): Comprehend verbal or signed language from authentic and other sources. (i.e. TV, radio, video or live presentations)	5	*
Second Language Benchmark 1 (PRE-NOVICE): Comprehend print materials from a variety of authentic and other sources.	4	*
Second Language Benchmark 1 (PRE-NOVICE): Understand and respond to what others say/sign.	3	*
Second Language Benchmark 1 (PRE-NOVICE): Speak to present rehearsed information.	6	*
Second Language Benchmark 1 (PRE-NOVICE): Write to communicate meaning.	6	*
Spanish 1		
<i>Teacher: Wilkinson, Kristin</i>		
Second Language Benchmark 2 (NOVICE-LOW): Comprehend verbal or signed language from authentic and other sources. (i.e. TV, radio, video or live presentations)	*	4
Second Language Benchmark 2 (NOVICE-LOW): Comprehend print materials from a variety of authentic and other sources.	*	4
Second Language Benchmark 2 (NOVICE-LOW): Understand and respond to what others say/sign.	*	4
Second Language Benchmark 2 (NOVICE-LOW): Speak to present rehearsed information.	*	3
Second Language Benchmark 2 (NOVICE-LOW): Write to communicate meaning.	*	5
Second Language Benchmark 3 (NOVICE-MID): Comprehend verbal or signed language from authentic and other sources. (i.e. TV, radio, video or live presentations)	*	4
Second Language Benchmark 3 (NOVICE-MID): Comprehend print materials from a variety of authentic and other sources.	*	1
Second Language Benchmark 3 (NOVICE-MID): Understand and respond to what others say/sign.	*	4

	Sem 1	Sem 2
Spanish 1 cont.		
<i>Teacher: Wilkinson, Kristin</i>		
Second Language Benchmark 3 (NOVICE-MID): Speak to present rehearsed information.	*	5
Second Language Benchmark 3 (NOVICE-MID): Write to communicate meaning.	*	5
Second Language Benchmark 1 (PRE-NOVICE): Comprehend verbal or signed language from authentic and other sources. (i.e. TV, radio, video or live presentations)		
Second Language Benchmark 1 (PRE-NOVICE): Comprehend print materials from a variety of authentic and other sources.	*	4
Second Language Benchmark 1 (PRE-NOVICE): Understand and respond to what others say/sign.	*	4
Second Language Benchmark 1 (PRE-NOVICE): Speak to present rehearsed information.		
Second Language Benchmark 1 (PRE-NOVICE): Write to communicate meaning.	*	6
English 3		
<i>Teacher: Martin, Marcelle</i>		
English Language Arts/ Literature	5	*
English Language Arts/ Reading	4	*
English Language Arts/ Writing	5	*
English 3		
<i>Teacher: Martin, Marcelle</i>		
English Language Arts/ Literature	*	4
English Language Arts/ Reading	*	5
English Language Arts/ Writing	*	4
Geometry		
<i>Teacher: Yoder, Rachel</i>		
Math - HS: Geometry - two dimensional figures	5	*
Math - HS: Geometry - Three dimensional solids		
Math - HS: Geometry - Transform and Analyze Figures	4	*
Geometry		
<i>Teacher: Yoder, Rachel</i>		
Math - HS: Geometry - two dimensional figures	*	5
Math - HS: Geometry - Three dimensional solids		
Math - HS: Geometry - Transform and Analyze Figures	*	5
Chemistry		
<i>Teacher: Flynn, Brian</i>		
Science - High School Structure and Function: A system's characteristics, form, and function are attributed to the quantity, type, and nature of its components.	5	*
Science - High School Interaction and Change: The components in a system can interact in dynamic ways that may result in change. In systems, changes occur with a flow of energy and/or transfer of matter.	5	*
Science - High School Scientific Inquiry: Scientific inquiry is the investigation of the natural world by a systematic process that includes proposing a testable question or hypothesis and developing procedures for questioning, collecting, analyzing, and		
Science - High School Engineering Design: Engineering design is a process of formulating problem statements, identifying criteria and constraints, proposing and testing possible solutions, incorporating modifications based on test data, and communicating		