

Our Mission

In partnership with students, family and community,
 we educate every student for the challenges of today
 and the opportunities of tomorrow
 through the continuous pursuit of excellence.

To the Parent or Guardian of
 Student Name
 123 Main Street
 Freeport, IL 61032

Levels of Student Achievement

4	Exceeds
3	Proficient
2	Progressing
1	Needs to Improve
X	Not Assessed at This Time

Classroom Teacher

Work Habits
Listens to and follows directions.
Takes care of materials.
Works independently.
Completes tasks in a timely manner.
Asks for help when needed.
Exhibits eagerness and motivation as a learner.
of 6 Standards have been learned to proficiency.

Social Emotional Development
1A.1a Recognizes own emotions and how emotions can impact behavior.
1A.1b Uses calming down techniques to control impulsive behavior and anger.
2A.1a Recognizes others may have different feelings about situations.
2A.1b Listens to others to identify their feelings.
2C.1a Works and plays well with others.
2C.1b Shows appropriate social and classroom behavior.
2D.1a Identifies problems and conflicts.
2D.1b Applies problem solving steps to constructively resolve problems and conflicts.
3A.1a Explains/understands hurting others is wrong.
3B.1b Makes positive choices.
3C.1a Contributes to the well-being of the class and school environment.
of 11 Standards have been learned to proficiency.

Classroom Teacher

Reading Literature
RL.K.1 With prompting and support, ask and answer questions about key details in a text.
RL.K.2 With prompting and support, retell familiar stories, including key details.
of 2 Standards have been learned to proficiency.

Reading Informational Text
RI.K.1 With prompting and support, ask and answer questions about key details in a text.
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
of 2 Standards have been learned to proficiency.

Reading Foundational Skills
RF.K.1.A. Follow words from left to right, top to bottom, and page by page.
RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.C. Understand that words are separated by spaces in print.
RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2.A. Recognize and produce rhyming words.
RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2.C. Blend and segment onsets and rhymes of single-syllable spoken words.
RF.K.2.D. Isolate and pronounce the initial 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/.)
RF.K.2.D. Isolate and pronounce the medial vowel (phoneme) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3.A. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
RF.K.3.B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
RF.K.3.C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
of 14 Standards have been learned to proficiency.

Writing
W.K.2. 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.
of 1 Standards have been learned to proficiency.

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Speaking and Listening	
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
of 1 Standards have been learned to proficiency.	

Language	
L.K.1.A. Print many upper- and lowercase letters.	
L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	
L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	
L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
of 4 Standards have been learned to proficiency.	

Classroom Teacher

Counting and Cardinality	
K.CC.1 Count by ones and tens.	
K.CC.2 Count on from any number.	
K.CC.3 Write 0-20, represent number of objects with numeral □.	
K.CC.4 Understand counting 1:1, last number said is total, 1 more.	
K.CC.5 Find how many by counting up to 10 scattered, 20 organized, count out quantity.	
K.CC.6 Greater than, less than, equal to with objects.	
K.CC.7 Compare numerals within 10 □.	
of 7 Standards have been learned to proficiency.	

Operations and Algebraic Thinking	
K.OA.1 Represent addition and subtraction with modalities.	
K.OA.2 Add and subtract word problems using modalities.	
K.OA.3 Decompose numbers.	
K.OA.4 Combinations of 10 using modalities.	
K.OA.5 Fluently add within 5.	
K.OA.5 Fluently subtract within 5 □.	
of 6 Standards have been learned to proficiency.	

Number in Base Ten	
K.NBT.1 Compose and decompose teens with modalities.	
of 1 Standards have been learned to proficiency.	

Classroom Teacher

Spanish	
Identifies 50-90% of objects.	
Responds most of the time to greetings with fluency.	
Student can identify 15-20 objects in response to a prompt.	
Student can copy familiar high frequency words with few mistakes.	
of 4 Standards have been learned to proficiency.	

Classroom Teacher

Art	
Through experimentation, build skill in various media and approaches to art-making.	
Select art objects for personal portfolio and display, while explaining why they were chosen.	
Identify uses of art within their environments.	
Create art that tells a story about a life experience.	
of 4 Standards have been learned to proficiency.	

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Classroom Teacher

Music				
Demonstrate expressive qualities (tempo, dynamics, pitch, beat).				
Identify sound sources (instruments, voices, environmental sounds).				
Identify musical symbols.				
Perform and listen to a variety of music.				
of 4 Standards have been learned to proficiency.				

Classroom Teacher

Physical Education				
Demonstrates fitness in cardio respiratory endurance (jog continuously).				
Demonstrates fitness in muscular endurance (abdominal crunches).				
Demonstrates fitness in muscular strength (push-up hold).				
Demonstrates fitness in flexibility (sit and reach).				
of 4 Standards have been learned to proficiency.				

Classroom Teacher

Social Sciences				
Demonstrates understanding of appropriate internet usage.				
Recognizes roles and services of various community workers.				
Demonstrates understanding of the democratic process of voting.				
Identifies important leaders in the class, building and country.				
Explains the importance of celebrating national holidays.				
Names their city/town, state and country.				
Distinguishes on a map/globe North America, Illinois, Freeport and major bodies of water.				
of 7 Standards have been learned to proficiency.				

Classroom Teacher

Science				
Demonstrates understanding of animals and their characteristics (i.e. body parts and behaviors).				
Describes the life cycle of a living thing.				
Demonstrates understanding of hibernation.				
Identifies parts of a plant.				
Describes ways to take care of the Earth (reduce, reuse, recycle).				
Describes changes in spring season.				
Identifies the five senses and their functions.				
Identifies healthy foods and explains benefits of exercise, rest and good hygiene.				
Identifies parts of an object and how they work together.				
Identifies three states of matter.				
of 10 Standards have been learned to proficiency.				

ATTENDANCE:	1	2	3	4	Total
Absences	1.0	0.0	0.0	0.0	1.0
Tardies	0.0	0.0	0.0	0.0	0.0
Average Daily Attendance Rate					97.14 %

Interpreting your child's report card:

In our efforts to ensure grades have more meaning, Freeport School District is transitioning from a traditional reporting system based on letter grades to a standards-based reporting system that articulates clearly what we expect students to learn and be able to do. The purpose of the standards-based reporting system is to communicate where students stand in reference to specific expectations for their learning. The K-5 standards-based report cards list the English/Language Arts and math expectations or student learner outcomes, which are based on the Illinois Learning Standards.

Four (4) levels of student achievement are used to communicate student's progress in regard to specific learning standards. The four levels are as follows:

- 4 Exceeds -- Documented evidence student consistently applies the attained content, concepts and skills to complex problems and novel situations
- 3 Proficient -- Documented evidence student attained expected content, concepts and skills
- 2 Progressing -- Documented evidence student is moving toward attaining content, concepts and skills
- 1 Needs to Improve -- Little to no progress toward attaining content, concepts and skills

In addition to the four (4) levels of student achievement, an "X" indicates the standard is not being assessed at this time.