



Student Information		School Information			
Student Name		School Name	Cherry Park ▾	Student's Primary Language	
Student ID		Principal	Heather Craig ▾	School Year	2022-2023
Age	3 to 3.5 yrs old ▾	Teacher	Carrie Tercek ▾	Grade	Prek

**Academic Performance Key**

Y	Student Can Do	E	Emerging	N	Not Yet
	Student consistently and independently demonstrates use of skill.		Student often demonstrates use of skill, but not consistently.		Student displays limited demonstration of skill. Further practice and support is needed.

**Attendance** - It is an expectation that all of our students maintain 90%+ attendance to participate in our preschool program.

Enrolled days:	Present days:	Absent:	Rate:	Attendance Rating:	Tardy/Left Early:
				Good ▾	

**Approaches to Learning**

	S1	S2
<b>Emotional and Behavioral Self-Regulation</b> (examples include: following rules and routines, managing actions, words, and behavior, handling and taking care of materials)	Y ▾	Y ▾
<b>Cognitive Self-Regulation (Executive Functioning):</b> (examples include: demonstrating ability to control impulses, maintaining focus and sustaining attention, persisting in tasks, holding information in mind and using it to perform tasks, and demonstrating flexibility in thinking and learning)	Y ▾	Y ▾
<b>Initiative and Curiosity:</b> (examples include: demonstrating initiative and independence, and showing interest in and curiosity about the world around them)	Y ▾	Y ▾
<b>Creativity:</b> (examples include: expressing creativity in thinking and communication and using imagination in play and when interacting with others)	Y ▾	Y ▾
<b>Social-Emotional Development</b>		
<b>Senses of Identity and Belonging:</b> (examples include: recognizing self as a unique individual having own abilities, characteristics, emotions, and interests, expressing confidence in own skills, positive feelings about self, and having a sense of belonging to family, community, and other groups)	Y ▾	Y ▾
<b>Emotional Functioning:</b> (examples include: expressing a broad range of emotions and recognizing these emotions in self and others, expressing care and concern toward others, and managing emotions)	Y ▾	Y ▾
<b>Relationships with a Trusted Adult:</b> (examples include: engaging in and maintaining positive relationships and interactions, and engaging in prosocial and cooperative behavior with a trusted adult)	Y ▾	Y ▾
<b>Relationships with Other Children:</b> (examples include: engaging in and maintaining positive interactions and relationships, engaging in cooperative play, and using basic problem-solving skills to resolve conflicts with other children)	Y ▾	Y ▾



Language and Communication	S1	S2
<b>Students method of communication:</b>	Verbal ▾	
<b>Attending and Understanding:</b> (examples include: attending to communication and language from others, and understanding and responding to increasingly complex communication and language from others)	Y ▾	Y ▾
<b>Communicating and Speaking:</b> (examples include: varying the amount of information provided to meet the demands of the situation, understanding, following, and using appropriate social and conventional rules, and expressing self in increasingly long, detailed, and sophisticated ways)	Y ▾	Y ▾
<b>Vocabulary:</b> (examples include: understanding and using a wide variety of words for a variety of purposes, and showing understanding of word categories and relationships with words)	Y ▾	Y ▾
Literacy	S1	S2
<b>Phonological Awareness:</b> (examples include: demonstrating awareness that spoken language is composed of smaller segments of sound)	Y ▾	Y ▾
<b>Print and Alphabet Knowledge:</b> (examples include: demonstrating an understanding of how print is used [functions of print] and the rules that govern how print works [conventions of print], and identifying letters of the alphabet and producing correct sounds associated with letters)	Y ▾	Y ▾
<b>Comprehension and Text Structure:</b> (examples include: demonstrating an understanding of narrative structure through storytelling/re-telling, and asking and answering questions about a book that was read aloud)	Y ▾	Y ▾
<b>Writing:</b> (examples include: writing for a variety of purposes using increasingly sophisticated marks)	Y ▾	Y ▾
Mathematics	S1	S2
<b>Counting and Cardinality:</b> (examples include: knowing number names and the count sequence, recognizing the number of objects in a small set, understanding the relationship between numbers and quantities, comparing numbers, and associating a quantity with written numerals and beginning to write numbers)	Y ▾	Y ▾
<b>Operations and Algebraic Thinking:</b> (examples include: understanding addition as adding to, understanding subtraction as taking away from, and understanding simple patterns)	Y ▾	Y ▾
<b>Measurement and Data:</b> (examples include: measuring objects by their various attributes using standard and non-standard measurement and using differences in attributes to make comparisons)	Y ▾	Y ▾
<b>Geometry and Spatial Sense:</b> (examples include: identifying, describing, comparing, and composing shapes, and exploring the position of objects in space)	Y ▾	Y ▾

**Comments**

S1	S2

**Resources:**

Oregon's Early Learning and Kindergarten Guidelines: <https://tinyurl.com/4ssusdpc>



## Guidance for staff on how to fill out the report card:

- Fill in all information using drop downs when they are provided
- Use the Oregon Early Learning Guidelines linked at the bottom of the report card to guide you.

### Attendance:

Attendance is very important because it directly affects success in school. Absences are often the greatest cause of low academic success. Our goal is for your child to have “Good” or “Acceptable” attendance. This means:

**Good Attendance: 95% or above** (missing no more than 1 day per month)

**Acceptable Attendance: 90-94.9%** (missing 1-2 days per month)

**Chronic Attendance: 80-89.9%** (missing 2-4 days per month)

**Severe Attendance: 79.9% or below** (missing 4 or more days per month)

### Comments:

- Defined as: Personalized asset-based statements that include care and connection statements and describe student engagement and academic progress throughout the semester.
- Parent friendly language. Short, simple sentences will translate better. Acronyms can be confusing and won't be translated and figurative language won't translate accurately.

### Timelines:

January 27th

- Teacher workday: Teachers complete report cards
- Translations of comments are completed

January 30th-31st

- Print report card and resources and stuff envelopes.
- Teacher will ensure that the secretaries have received a copy of all report cards. Secretaries will upload preschool report cards into Synergy under “documents” for all students twice yearly.

February 1st

- Report Cards are picked up in the pony to be delivered to D.O. for postage and mailing.