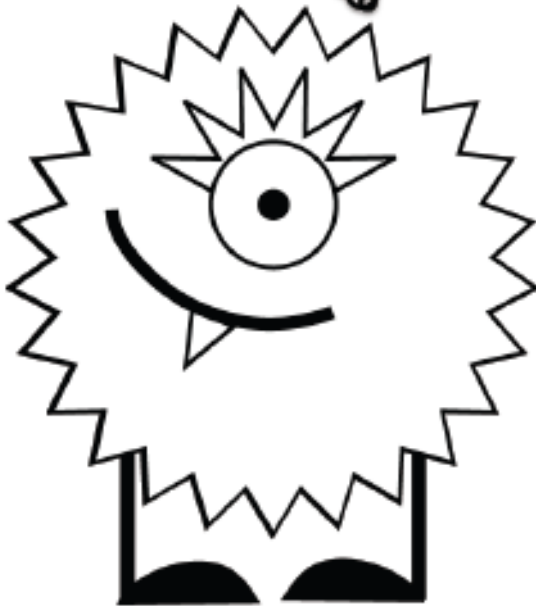


This is

's

Data Notebook!

I am  
responsible  
for ME!



# Elementary School

2014-2015

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## Data Notebook

Name:

---

Birthday:

---

Picture:

Here I am at the beginning of the year:	Here I am at the end of the year:

# Writing My Name

Goal: To write first and last name by the end of the year.

Start:

1<sup>st</sup> Quarter:

2<sup>nd</sup> Quarter:

3<sup>rd</sup> Quarter:

4<sup>th</sup> Quarter:

# Drawing Myself

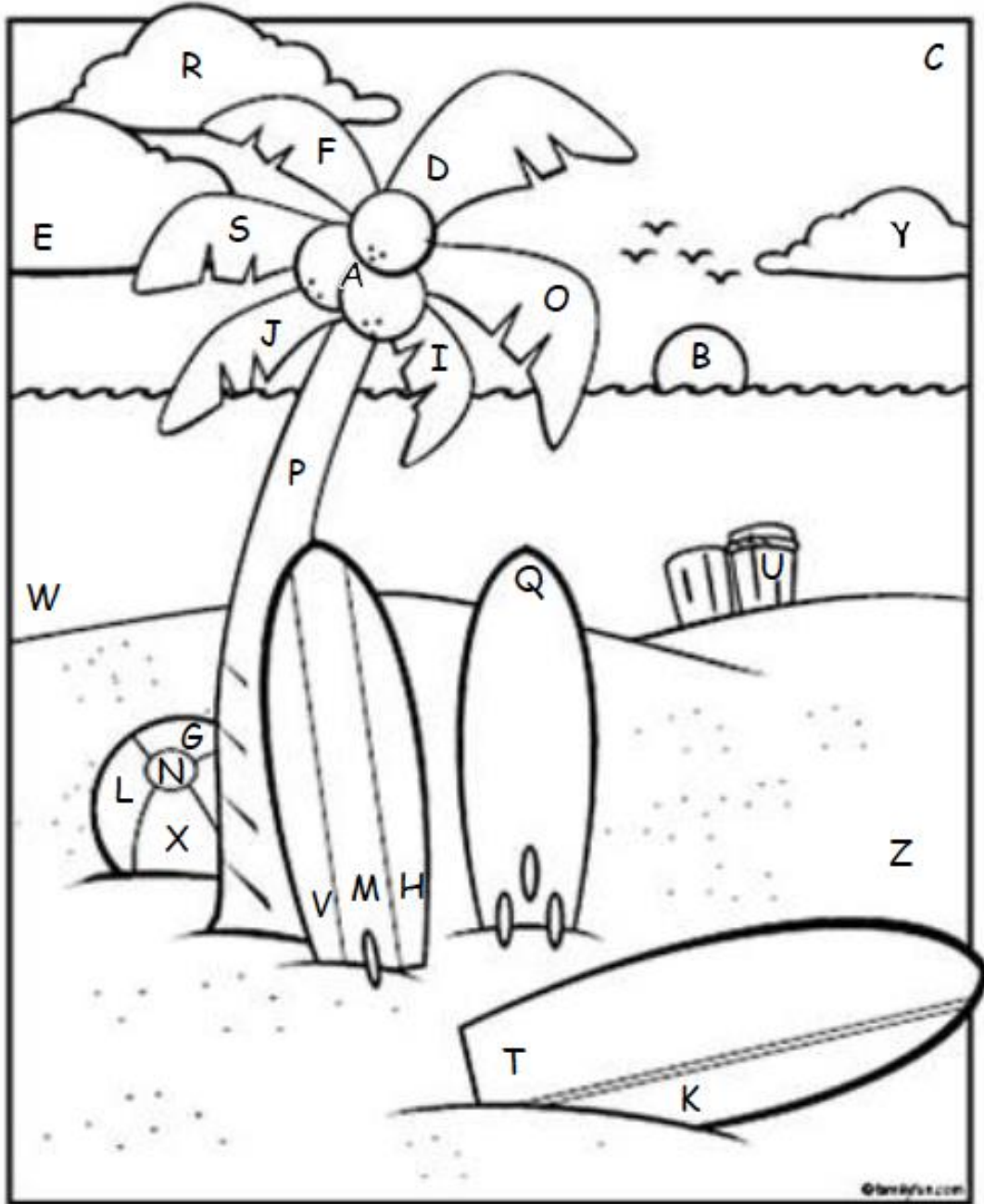
Goal: To draw myself with all the necessary body parts.

Here I am at the beginning of the year:	Here I am at the end of the year:

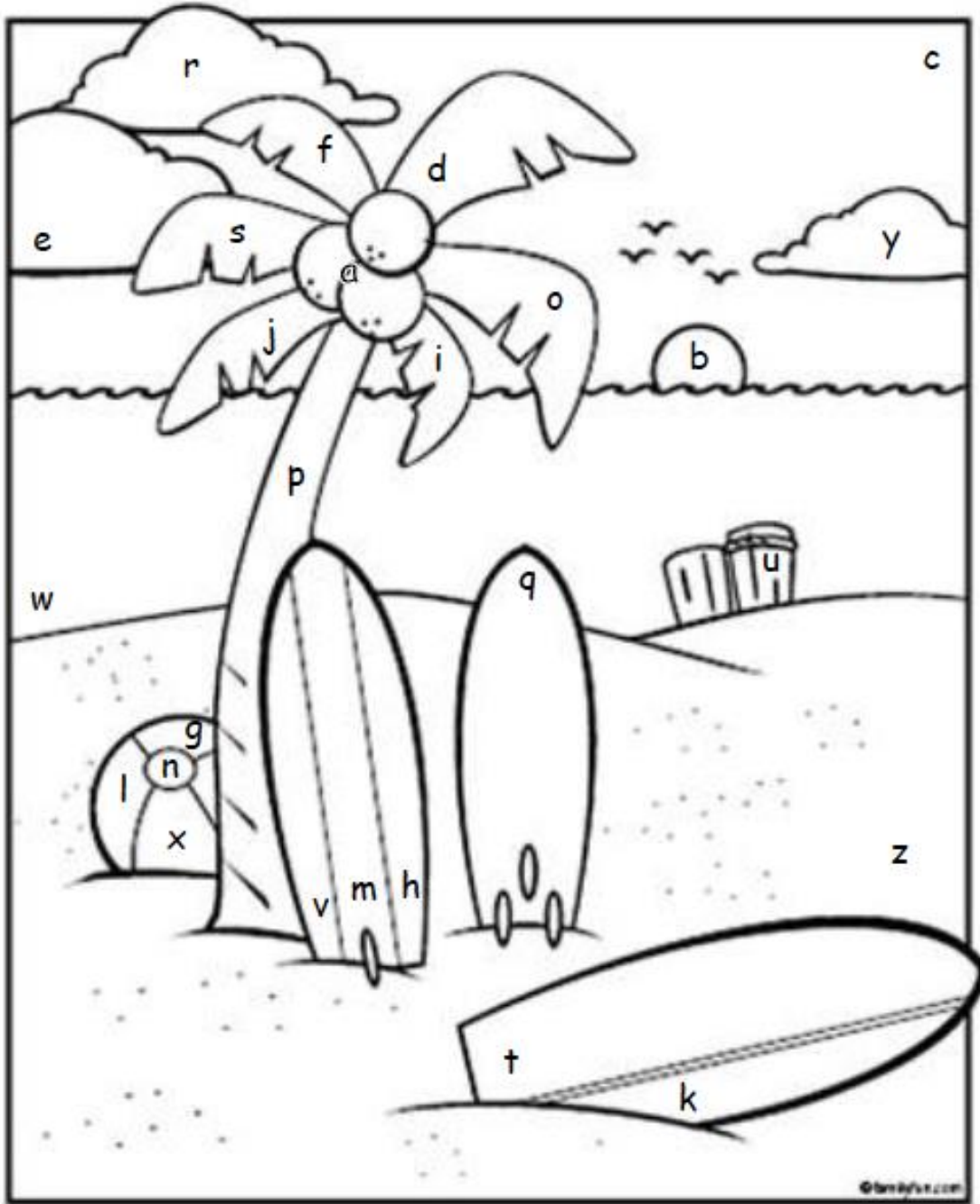
# My Alphabet Knowledge

Goal: To be able to identify all 26 capital letters and all 26 lowercase letters.

## CAPITAL LETTERS



lowercase letters



# Alphabet Sounds

Color up the bar as you learn the letter sounds! Kids can also mark the ones they know already!

26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1





# Count to 100

Color in the numbers as high as they can count!

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	18	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

I can count by 10's to 100!

10	20	30	40	50	60	70	80	90	100
----	----	----	----	----	----	----	----	----	-----

Kindergarten math goals:

## My Math Data

Math Objectives	First Try	Second Try	Third Try
I can count to 30 by one's.			
I can count to 30 by five's.			
I can count to 30 by ten's.			
Given a number, I can write the number that is one less or one more.			
I can tell the number that goes between two numbers.			
I can add and subtract and explain how I solved the problem.			

1<sup>st</sup> grade math goals:

Math Objectives	First Try	Second Try	Third Try	Fourth Try
I can create equal amounts.				
I can create more amounts.				
I can create less amounts.				
I can write number sentences for addition and solve them. (Word Problems)				
I can write number sentences for subtraction and solve them. (Word Problems)				
I can estimate a measure length and width.				

Name: \_\_\_\_\_

Kindergarten students should instantly recognize these words by the end of the school year.

List A	List B	List C	Sight Word Olympics
I	one	who	that
come	got	her	this
my	his	then	them
at	with	get	back
and	she	away	which
you	for	came	they
is	have	could	other
a	went	why	these
look	he	again	many
to	will	first	some
in	they	do	were
the	yes	eat	mean
like	run	has	should
here	was	saw	people
said	big	what	know
me	not	after	their
up	where	there	about
we	day	make	large
it	out	did	only
go	downof	mother	over
on	are	want	great
am	from little	father	before
see		night	does
can		because	through

# My Sight Words

First Grade students should instantly recognize 200 words by the end of the year.

the	or	will	number	new	great	put	kind
of	one	up	no	sound	where	end	hand
and	had	other	way	take	help	does	picture
a	by	about	could	only	through	another	again
to	word	out	people	little	much	well	change
in	but	many	my	work	before	large	off
is	not	then	than	know	line	must	play
you	what	them	first	place	right	big	spell
that	all	these	water	year	too	even	air
it	were	so	been	live	mean	such	away
he	we	some	call	me	old	because	animal
was	when	her	who	back	any	turn	house
for	your	would	oil	give	same	here	point
on	can	make	now	most	tell	why	page
are	said	like	find	very	boy	ask	letter
as	there	him	long	after	following	went	mother
with	use	into	down	thing	came	men	answer
his	an	time	day	our	want	read	found
they	each	has	did	just	show	need	study
I	which	look	get	name	also	land	still
at	she	two	come	good	around	different	learn
be	do	more	made	sentence	form	home	should
this	how	write	may	man	three	use	America
have	their	go	part	think	small	move	world
from	if	see	over	say	set	try	high

Beginning of the Year	End of Q1	End of Q2	End of Q3	End of Q4
-----------------------	-----------	-----------	-----------	-----------

Second grade students should know these words by the end of 2<sup>nd</sup> quarter.

Name: \_\_\_\_\_

# Spelling



20												
19												
18												
17												
16												
15												
14												
13												
12												
11												
10												
9												
8												
8												
7												
6												
5												
4												
3												
2												
1												
Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8	Test 9	Test 10	Test 11	Test 12	Test 13

Name \_\_\_\_\_

# MY FLUENCY GRAPH

150									
145									
140									
135									
130									
125									
120									
115									
110									
105									
100									
95									
90									
85									
80									
75									
70									
65									
60									
55									
50									
45									
40									
35									
30									
25									
20									
15									
10									
5									
	week	week	week	week	week	week	week	week	week
	1	2	3	4	5	6	7	8	9

My Beginning of the Quarter Fluency Score: \_\_\_\_\_

My End of the Quarter Fluency Score: \_\_\_\_\_

# My Reading Level

First Grade students should be reading at or above level J by the end of the year.

O									
N									
M									
L									
K									
J									
I									
H									
G									
F									
E									
D									
C									
B									
A									
aa									
	Beginning of Year	Q1 Progress Report	End of Q1	Q2 Progress Report	End of Q2	Q3 Progress Report	End of Q3	Q4 Progress Report	End of Q4

Kindergarten students should be at a level D by the end of the year.

Second grade students should be at a level O by the end of the year.



## My Writing Level Data

Writing Level

5					
4					
3					
2					
1					
	Baseline	Quarter One	Quarter Two	Quarter Three	Quarter Four

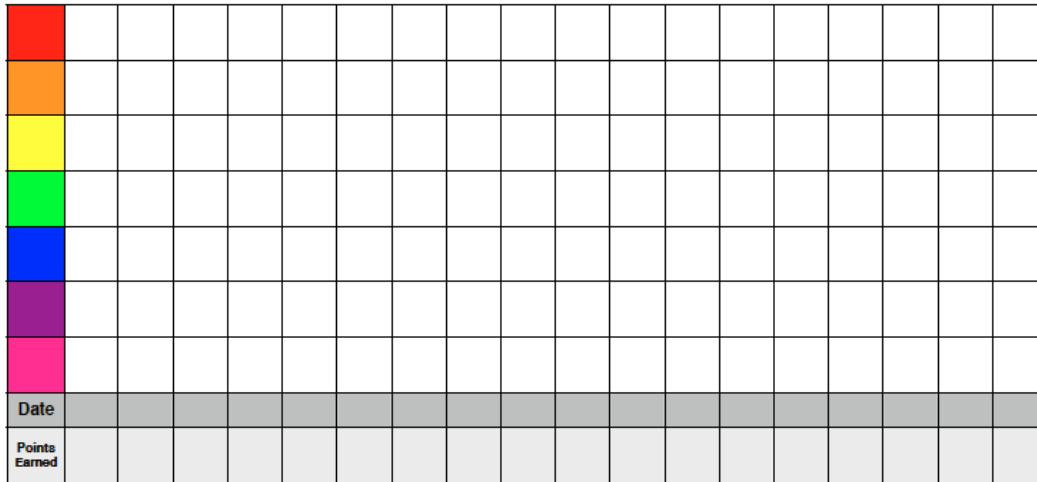
### Writing Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_ Final Score \_\_\_\_\_

Score Level	Conventions	Purpose/ Focus	Organization	Sentence Structure	Score Earned
<b>5</b>	Few or no capitalization or punctuation mistakes. All frequently used words spelled correctly. Few or no grammar errors.	Details make the purpose of the writing clear throughout. Paper stays on topic.	Clear introduction & conclusion present. Body of the writing flows well.	Sentences are complete throughout the writing, and some complex sentences were used.	
<b>3</b>	Some capitalization or punctuation mistakes. Most frequently used words spelled correctly. Some grammar errors, but they do not obscure the meaning of the writing.	Some details make the purpose of the writing understood throughout. Paper stays on topic for the most part.	Introduction & conclusion present. Body of the writing is understandable.	Sentences are mostly complete throughout the writing, and at least 1 complex sentence was used.	
<b>1</b>	Many capitalization or punctuation mistakes. Many frequently used words spelled correctly. Many grammar errors making the writing hard to understand.	Details are absent. Paper strays from the topic.	Introduction &/or conclusion is missing or misplaced. Body of the writing is confusing.	Sentences are incomplete throughout the writing, and no complex sentences were used.	
<b>Notes:</b>					
				<b>Total</b>	

# How did I do today?

Use the bar graph and color the each square all the way up to where your clip was at end of the day. If you were absent, do not color in anything.

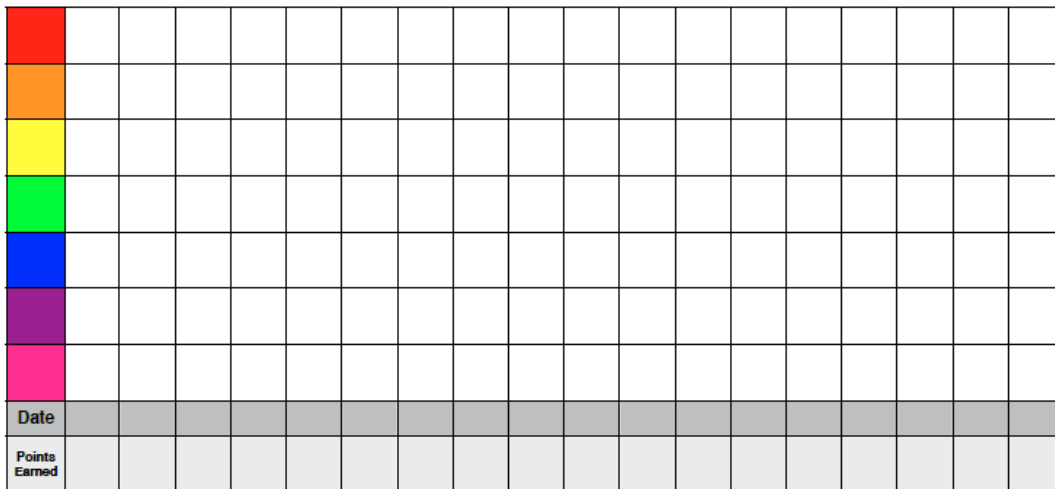


Key:

Outstanding	Great Job	Good Day	Ready to Learn	Think About It	Teacher's Choice	Parent Contact
-------------	-----------	----------	----------------	----------------	------------------	----------------



# How did I do today?

Use the bar graph and color the each square all the way up to where your clip was at end of the day. If you were absent, do not color in anything.





Key:

Outstanding	Great Job	Good Day	Ready to Learn	Think About It	Teacher's Choice	Parent Contact
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**Leadership  
Lanyards**

"Ask me how..."





Ask me  
how I was  
**PROACTIVE**  
today!



Ask me  
how I met  
a **GOAL**  
today!




Ask me  
about my  
**WRITING**  
achievement!



Ask me  
how I was  
**PROACTIVE**  
today!



Ask me  
how I met  
a **GOAL**  
today!



Ask me  
about my  
**MATH**  
achievement!



Ask me  
how I was  
**PROACTIVE**  
today!



Ask me  
how I met  
a **GOAL**  
today!



Ask me  
about my  
**READING**  
achievement!