

TEACHER/PARENT GUIDE FOR THE KINDERGARTEN REPORT CARD

Performance Criteria
4=In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3=Mastery of Learning Target
2.5= No major errors or omissions regarding 2.0 content, and partial knowledge of the 3.0 content
2=Approaching Mastery of Learning Target
1.5 = Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content
1=Insufficient progress

Language Arts	1	2	3
Exhibits reading behaviors to engage and respond to text			
1st- 4th Nine weeks	The student engages and responds to text in whole group settings with teacher support	The student engages and responds to text in whole group settings, individual daily reading, and small group instruction with teacher support	The student engages and responds to text in whole group settings, individual daily reading, and small group instruction
Utilizes reading strategies to interact with text			
1st Nine Weeks	The student is developing pre-reading strategies including one to one correspondence and picture cues with teacher support	The student uses pre-reading strategies including one to one correspondence and picture cues with teacher support	The student uses pre-reading strategies including one to one correspondence and picture cues
2nd Nine Weeks (includes mastery of previous learning target)	The student is developing an understanding of how to use beginning sounds to anticipate unknown words in reading with teacher support	The student uses beginning sounds to anticipate unknown words in reading with teacher support	The student uses beginning sounds to anticipate unknown words in reading
3rd Nine Weeks (includes mastery of previous learning targets)	The student uses one strategy to read such as: look for patterns within the text, look for words inside words, skip the word and continue on, and reread with teacher support	The student uses more than one strategy to read such as: look for patterns within the text, look for words inside words, skip the word and continue on, and reread with teacher support	The student uses more than one strategy to read such as: Look for patterns within the text, look for words inside words, skip the word and continue on, and reread
4th Nine Weeks (includes mastery of previous learning targets)	The student is beginning to self-monitor reading by using meaning, syntax, or visual (MSV) cuing strategies with teacher support	The student uses meaning, syntax, or visual (MSV) cuing strategies to self-monitor independent reading	The student self-monitors independent reading using meaning, syntax and visual cues, and independently recognizes when comprehension breaks down
Applies word knowledge to read text			
1st Nine Weeks	The student uses some phonemic awareness strategies such as: producing rhyming words, and blends onset and rime with teacher support	The student uses phonemic awareness strategies including: producing rhyming words or blends onset and rime	The student uses phonemic awareness strategies including: producing rhyming words and blends onset and rime

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Language Arts	1	2	3
Applies word knowledge to read text (cont.)			
2nd Nine Weeks (includes mastery of previous learning target)	The student identifies upper/lower case letters in non-sequential order or identifies letter sounds or blends word parts	The student identifies upper/lower case letters in non-sequential order and identifies letter sounds or blends word parts	The student identifies upper/lower case letters in non-sequential order and identifies letter sound and blends word parts
3rd Nine Weeks (includes mastery of previous learning targets)	The student uses CVC word patterns to decode words or recognizes high frequency words (no, is, can, me, you, and, he, at, a, so, on, in, up, am, we, like, see, I, go, it, do, an, the, my, to) with teacher support	The student independently uses CVC word patterns to decode words or recognizes high frequency words (no, is, can, me, you, and, he, at, a, so, on, in, up, am, we, like, see, I, go, it, do, an, the, my, to)	The student uses CVC word patterns to decode words and recognizes high frequency words (no, is, can, me, you, and, he, at, a, so, on, in, up, am, we, like, see, I, go, it, do, an, the, my, to)
4th Nine Weeks (includes mastery of previous learning targets)	The student uses CVCC or CCVC word patterns to decode words in context or in isolation, with teacher support	The student uses CVCC or CCVC word patterns to decode words in context or in isolation	The student uses CVCC and CCVC word patterns to decode words in context or in isolation
Demonstrates comprehension to show understanding of text			
1st Nine Weeks	The student identifies character or setting in text, with teacher support	The student identifies character or setting in text	The student independently identifies character and setting in text
2nd Nine Weeks (includes mastery of previous learning target)	The student retells important information in a text such as beginning, middle and end (BME); sequence of events; problem and solution, with teacher support	The student independently retells important information in a text including BME or sequence of events or problem and solution	The student independently retells important information in a text including BME, sequence of event, and problem/solution

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Language Arts	1	2	3
Demonstrates comprehension to show understanding of text (cont.)			
3rd Nine Weeks (includes mastery of previous learning targets)	The student recognizes characteristics of fiction or characteristics of nonfiction, with teacher support	The student recognizes characteristics of fiction or characteristics of nonfiction	The student independently recognizes characteristics of fiction and nonfiction
4th Nine Weeks (includes mastery of previous learning targets)	The student makes connections within text that is heard or read, with teacher support	The student makes connections within and beyond text that is heard or read, with teacher support	The student independently makes connections within and beyond text that is heard or read
Engages in writing to express ideas			
1st Nine Weeks	The student generates ideas and communicates through pictures	The student generates ideas and communicates through pictures or letters	The student generates ideas and communicates through pictures and letters
2nd Nine Weeks (includes mastery of previous learning target)	The student uses sounds to record ideas, feelings or stories, with teacher support	The student uses sounds to record ideas, feelings, or stories	The student uses sounds to record ideas, feelings, and stories
3rd Nine Weeks (includes mastery of previous learning targets)	The student applies VC or CVC patterns to spell words in daily writing; demonstrates appropriate word spacing, with teacher support	The student applies VC and CVC patterns to spell words in daily writing or demonstrates appropriate word spacing	The student independently applies VC and CVC patterns to spell words in daily writing and demonstrates appropriate word spacing
4th Nine Weeks (includes mastery of previous learning targets)	The student engages in the writing process including planning, drafting, revising, or editing, with teacher support The student attempts appropriate capitalization, punctuation, or high frequency words with teacher support	The student engages in the writing process including planning, drafting, revising, or editing The student attempts appropriate capitalization, punctuation, or high frequency words	The student engages in the writing process including planning, drafting, revising, and editing The student attempts appropriate capitalization, punctuation, and high frequency words

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Language Arts	1	2	3
Employs handwriting techniques to effectively communicate			
1st Nine Weeks	The student writes own name using uppercase or lowercase letters with teacher support	The student writes own name using uppercase or lowercase letters	The student writes own name with uppercase and lowercase letters
2nd Nine Weeks (includes mastery of previous learning target)	The student attempts to form upper or lower case letters appropriately with teacher support	The student attempts to form upper and lower case letters appropriately with teacher support	The student attempts to form upper and lower case letters appropriately
3rd Nine Weeks (includes mastery of previous learning targets)	The student attempts to use handwriting lines when writing upper or lower case letters, with teacher support	The student attempts to use handwriting lines when writing upper and lower case letters with teacher support	The student attempts to use handwriting lines when writing upper and lower case letters
4th Nine Weeks (includes mastery of previous learning targets)	The student writes upper or lower case letters legibly with teacher support	The student writes upper and lower case letters legibly with teacher support	The student writes upper and lower case letters legibly
Utilizes appropriate listening skills to gain information			
1st-4th Nine Weeks (assess appropriately as expectations increase)	The student responds appropriately to information	The student listens and attends to a speaker; responds appropriately to information	The student listens and attends to a speaker; responds appropriately to information; follows short, sequential, oral directions given in whole group setting
Demonstrates appropriate speaking skills to express, feeling, information and experiences			
1st- 4th Nine Weeks (assess appropriately as expectations increase)	The student expresses ideas, feelings, information and experiences in group settings	The student expresses ideas, feelings, information and experiences in group settings; using appropriate subject matter and inflection or appropriate volume	The student expresses ideas, feelings, information and experiences in group settings, using appropriate subject matter, inflection and appropriate volume

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Mathematics	1	2	3
1st Nine Weeks			
Reads, writes and represents whole numbers from 0 to at least 20 with and without objects or pictures	The student reads, writes and represents any whole number up to 5 with and without objects or pictures	The student reads, writes and represents any whole number up to 10 with and without objects or pictures	The student reads, writes and represents any whole number up to 20 with and without objects or pictures
Generates a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20	The student generates a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 5	The student generates a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 10	The student generates a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20
2nd Nine Weeks			
Composes and decomposes numbers up to 10 in multiple ways	The student composes and decomposes numbers 0-5 with objects and pictures	The student composes and decomposes numbers 0-10 with objects and pictures	The student constructs any given number from 0-10 in multiple ways
Models and explains the action of joining to represent addition up to 10	The student models the action of joining to represent addition 0-5	The student models the action of joining to represent addition 0-10	The student models and explains the action of joining to represent addition 0-10
3rd Nine Weeks			
Models and explains the action of separating to represent subtraction up to 10	The student models the action of separating to represent subtraction 0-5	The student models the action of separating to represent subtraction 0-10	The student models and explains the action of separating to represent subtraction 0-10
Creates real-objects and picture graphs from student collected data	The student creates real-objects and picture graphs using given data, with teacher assistance	The student creates real-objects and picture graphs using given data, independently	The student creates real-objects and picture graphs from student collected data
Analyzes and draws conclusions from real-object and picture graphs	The student answers questions about real-object and picture graphs	The student analyzes and draws conclusions from real-object and picture graphs with prompting	The student analyzes and draws conclusions from real-object and picture graphs without prompting

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Mathematics	1	2	3
4th Nine Weeks			
Identifies attributes of two-dimensional shapes, using geometric language	The student identifies two dimensional shapes (circle, square, triangle, rectangle) with teacher assistance	The student identifies two dimensional shapes (circle, square, triangle, rectangle)	The student compares attributes of two dimensional shapes (circle, square, triangle, rectangle) using geometric language
Classifies and sorts a variety of two dimensional shapes and three dimensional solids regardless of orientation or size	The student sorts two dimensional shapes and three dimensional solids regardless of orientation or size, with teacher assistance	The student sorts two dimensional shapes OR three dimensional solids regardless of orientation or size	The student classifies and sorts two dimensional shapes and three dimensional solids regardless of orientation or size
Compares two objects using measurement	The student compares two objects using one measurable attribute such as length, capacity or weight	The student compares two objects using two measurable attributes such as length, capacity or weight	The student compares two objects using measurable attributes including length, capacity and weight
Identifies U.S. coins by name including penny, nickel, dime and quarter	The student rarely identifies U.S. coins by name including: penny, nickel, dime and quarter	The student sometimes identifies U.S. coins by name including: penny, nickel, dime and quarter	The student consistently identifies U.S. coins by name including: penny, nickel, dime and quarter

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Science	1	2	3
1st Nine Weeks: Observes and records properties of objects	The student observes properties of objects	The student observes and records properties of objects such as size, weight, shape, color, and texture with teacher support	The student observes and records properties of objects such as size, weight, shape, color, and texture
2nd Nine Weeks: Observes and describes the way objects can move	The student observes the way objects can move	The student observes and describes the way objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow with teacher support	The student observes and describes the way objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow
3rd Nine Weeks: Observes, describes, and compares non-living earth materials	The student observes non-living Earth materials	The student observes and describes non-living Earth materials such as rocks, soil, water, weather, seasons, and objects in the sky	The student observes, describes, and compares non-living Earth materials such as rocks, soil, water, weather, seasons, and objects in the sky
4th Nine Weeks: Observes, describes, compares, and sorts plants and animals	The student observes plants and animals	The student observes and describes plants and animals	The student observes, describes, compares and sorts plants and animals

Social Studies	1	2	3
1st Nine Weeks: Identifies and explains purposes for having rules, authority figures and jobs	The student identifies rules, or authority figures, or jobs	The student identifies rules, authority figures, and jobs	The student identifies and explains purposes for having rules, authority figures and jobs
2nd Nine Weeks: Identifies and explains the differences between wants and needs and how needs can be met	The student identifies wants and needs	The student identifies and explains the differences between wants and needs	The student identifies and explains the differences between wants and needs and how needs can be met
3rd Nine Weeks: Identifies contributions of patriots and good citizens who have shaped the community	The student identifies patriots who have shaped the community	The student identifies contributions of patriots and good citizens who have shaped the community with teacher support	The student identifies contributions of patriots and good citizens who have shaped the community
4th Nine Weeks: Identifies similarities and differences among people	Identifies similarities OR differences among people such as music, clothing, food, and geography	Identifies similarities and differences among people such as music, clothing, food, and geography with teacher support	Identifies similarities and differences among people such as music, clothing, food, and geography

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Social Skills & Work Skills	1	2	3
Follows school and class rules	The student responds inappropriately to adult requests and directions Rarely follows agreed upon classroom and school standards	The student occasionally responds appropriately to adult requests and directions Occasionally follows agreed upon classroom and school standards	The student consistently responds appropriately to adult requests and directions Consistently follows agreed upon classroom and school standards
Exhibits self-control	The student is unable to control body movements and verbal responses, such as: talking at inappropriate times, interrupting, and using inappropriate language <i>Assess appropriately as expectations increase</i>	The student inconsistently controls body movements and verbal responses, such as: talking at inappropriate times, interrupting, and using inappropriate language <i>Assess appropriately as expectations increase</i>	The student consistently controls body movements and verbal responses <i>Assess appropriately as expectations increase</i>
Respects others and accepts responsibility for actions	The student rarely respects school or property Hurts other children's bodies and/or feelings Continually interrupts through words and/or actions Has difficulty taking responsibility for scissors, glue, and other belongings	The student sometimes uses school materials and equipment appropriately Is kind and considerate to others (can share, take turns, stand in line, use words to solve problems) <i>some</i> of the time Often interrupts through words and/or actions Begins to take responsibility for scissors, glue, and other belongings	The student uses school materials and equipment appropriately without damaging it Is kind and considerate of others (can share, take turns, stand in line, use words to solve problems) <i>most</i> of the time Rarely interrupts through words and/or actions Usually keeps up with belongings and puts them away at the completion of task
Displays appropriate work habits	The student usually hurries through work without regard to quality Rarely completes work on time Rarely gathers appropriate work materials Becomes distracted Easily hesitates to attempt new tasks or skills	The student becomes aware of and begins to strive to improve quality of work Sometimes completes work on time Sometimes gathers appropriate work materials Sometimes becomes distracted Attempts new tasks or skills with encouragement	The student spends adequate time completing work, striving to do his/her best Consistently completes work on time Independently gathers appropriate work materials Rarely becomes distracted Consistently attempts new tasks or skills

Technology	1	2	3
Demonstrates understanding of technology concepts, skills and processes presented	The student's understanding of technology concepts, skills, and processes are not evident <i>Assess appropriately as expectations increase</i>	The student uses technology to acquire knowledge and publish with direct guidance <i>Assess appropriately as expectations increase</i>	The student independently uses technology to acquire knowledge and publish <i>Assess appropriately as expectations increase</i>

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Physical Education	1	2	3
Participation			
Behavior			

Art	1	2	3
Participation			
Behavior			

Music	1	2	3
Participation			
Behavior			

Passport to Spanish	1	2	3
Participation			
Behavior			