

Kindergarten Report Card

Attendance: **Term 1** **Term 2** **Term 3**

School Name Here

Student: _____

Date: ___

Absent

Tardy

Early Dismissal

| Work Study Practices & Approaches to Integrated Learning |
|---|
| 1 Student consistently demonstrates this skill |
| 2 Student often demonstrates this skill most of the time |
| 3 Student sometimes demonstrates this skill |
| 4 Student rarely demonstrates this skill |
| 5 Student requires on-going intervention to develop this skill |

| Knowledge and Skills Performance Indicators |
|---|
| E - Indicates the student has extended beyond mastery of/proficiency in the grade level standard. |
| M - Indicates the student consistently and independently demonstrates mastery of/ proficiency in the grade level standard |
| P - Indicates the student is progressing toward/approaching proficiency in the grade level standard. |
| B - Indicates the student is beginning to work toward the grade level standard. Student is provided additional time and/or support to sustain learning progression. |
| / - Standard not addressed at this time. |

| WORK STUDY PRACTICES | Performance Indicators | | |
|--|-------------------------------|---------------|---------------|
| Personal Development/Classroom and Community Skills | Term 1 | Term 2 | Term 3 |
| Exhibits positive behavior of citizenship | | | |
| Regulates behavior appropriately in diverse emotional climates | | | |
| Socially engaged in group activities and tasks | | | |
| Works and plays without disrupting others | | | |
| Follows classroom routines and school rules | | | |
| Adjusts to transitions and accepts situational changes | | | |
| Responds to conflict effectively | | | |
| Takes care of materials and belongings | | | |
| Approaches to Learning | Term 1 | Term 2 | Term 3 |
| Perseveres in challenging situations – completes challenging tasks | | | |
| Takes responsibility for one’s own learning | | | |
| Recognizes & produces a quality performance/product of work | | | |
| Seeks help when needed | | | |
| Asks relevant questions | | | |
| Works independently | | | |
| Uses time constructively to engage in continuous learning | | | |
| Listens attentively based upon on-topic dialogue with peers | | | |
| Responds appropriately to verbal and non-verbal instruction | | | |
| Takes learning risks / demonstrates initiative | | | |

| LITERACY KNOWLEDGE and SKILLS | Performance Indicators | | |
|--|-------------------------------|---------------|---------------|
| Reading Literature and Informational Text | Term 1 | Term 2 | Term 3 |
| Demonstrates an understanding of the organization and basic features of print, text, author, illustrator | | | |
| With prompting and support, ask and answers questions about the main topic and key text details | | | |
| Applies kindergarten phonics and word analysis skills | | | |
| Asks and answers questions about unknown words in a text; determines meaning of words/phrases in text | | | |
| Comprehends a variety of genres - Lexicon Level | | | |
| Actively engages with grade-level texts with purpose and understanding | | | |
| Uses technology to search for and retrieve information | | | |
| Reading Foundational Skills | Term 1 | Term 2 | Term 3 |
| Demonstrates understanding of the organization and basic features of print (RF.K.1 a, b, c, d) | | | |
| Demonstrates understanding of spoken words, syllables, and sounds (phonemes). (RF.K.2 a, b, c, d, e) | | | |
| Know and apply grade-level phonics and word analysis skills in decoding words (RF.K.3 a, b, c, d). | | | |
| Recognizes all upper and lower case letters | /26 | /26 | /26 |
| Uses various technologies to create artifacts of learning | | | |
| Read emergent –reader texts with purpose and understanding. (RF.K.4) | | | |

Your School Here

Student: _____

| LITERACY KNOWLEDGE and SKILLS | Performance Indicators | | |
|---|------------------------|--------|--------|
| Writing | Term 1 | Term 2 | Term 3 |
| Uses a combination of drawing, dictating and writing to compose opinion pieces about a topic | | | |
| Uses a combination of drawing, dictating and writing to convey information about a topic | | | |
| Uses a combination of drawing, dictating and writing to narrate an event and provide a reaction to what happened | | | |
| Recognizes & writes all upper and lower case letters | /26 | /26 | /26 |
| Uses various technologies to create new learning artifacts | | | |
| With guidance/support from adults, recalls information from experiences or gathers information from provided sources to answer a question | | | |
| Produces writing products from shared or project learning | | | |
| Labels drawings with appropriate letters/words incorporating site words | | | |
| Distinguishes between letters, words and sentences | | | |

| LITERACY KNOWLEDGE and SKILLS | Performance Indicators | | |
|---|------------------------|--------|--------|
| Speaking and Listening | Term 1 | Term 2 | Term 3 |
| Participates in discussions with diverse partners by listening actively and contributing knowledge and ideas related to the topic | | | |
| Demonstrates understanding of a text read aloud or information presented orally | | | |
| Asks and answers questions to seek help, get information, or deepen understanding | | | |
| Describes familiar people, places, things, and events | | | |
| Speaks audibly and expresses thoughts, feelings, and ideas | | | |
| Has knowledge of home language and uses own language to attempt to convey meaning | | | |
| Language KNOWLEDGE and SKILLS | Term 1 | Term 2 | Term 3 |
| Demonstrates command of the conventions of standard English grammar and usage when writing or speaking (L.K.1 a, b, c, d, e, f) | | | |
| Spells simple words phonetically, drawing on knowledge of sound-letter relations in writing | | | |
| Demonstrates command of capitalization, punctuation, and spelling when writing | | | |
| Uses vocabulary words and phrases acquired through conversations, reading and being read to, and responding to texts | | | |

Your School Here

Student:

| MATHEMATICS | WORK STUDY PRACTICES | Performance Indicators | | |
|---|-----------------------------|-------------------------------|---------------|---------------|
| PRACTICE STANDARDS | | Term 1 | Term 2 | Term 3 |
| Makes sense of problems and perseveres in solving them | | | | |
| Reason abstractly and quantitatively | | | | |
| Construct viable arguments and critique the reasoning of others | | | | |
| Models with mathematics | | | | |
| Use appropriate tools strategically | | | | |
| Attends to precision | | | | |
| Looks for and makes use of structure | | | | |
| Looks for and expresses regularity in repeated reasoning | | | | |
| MATHEMATICS | KNOWLEDGE and SKILLS | Performance Indicators | | |
| Counting and Cardinality | | Term 1 | Term 2 | Term 3 |
| Knows the number names and the count sequence to 100 | | | | |
| Understands the relationship between numbers and quantities, connect counting to cardinality (K.CC.B.4 a, b, c) | | | | |
| Counts to tell the number of objects 1 - 20 | | | | |
| Compares numbers to 10 (greater than, less than, equal to) | | | | |
| Reads and writes numerals to 20 | | | | |
| Operations and Algebraic Thinking | | Term 1 | Term 2 | Term 3 |
| Demonstrates an understanding of addition as putting together and adding to and an understanding of subtraction as taking apart and taking from | | | | |
| Solve addition and subtraction word problems, and add and subtract within 10 e.g. by using objects or drawing to represent the problem | | | | |
| Decompose numbers less than or equal to 10 into parts in more than one way, e.g. by using objects/drawing, and record each decomposer by a drawing or equation | | | | |
| For any number from 1 – 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawing and record the answer with a drawing or equation. | | | | |
| Number and Operations in Base Ten | | Term 1 | Term 2 | Term 3 |
| Uses objects and drawings to demonstrate an understanding that the numbers 11-19 are composed of a ten and ones; work with numbers 11 – 19 to gain foundations for place value. | | | | |
| Measurement and Data | | Term 1 | Term 2 | Term 3 |
| Describes and compares measurable attributes such as length and weight | | | | |
| Classifies objects and counts the number of objects in categories | | | | |

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| Geometry | Term 1 | Term 2 | Term 3 |
|---|--------|--------|--------|
| Identifies and describes two- and three-dimensional shapes | | | |
| Analyzes, compares, creates and composes shapes | | | |
| Describes the relative position of objects using terms (above, below, beside, in front of, behind, and next to) | | | |

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| SOCIAL STUDIES KNOWLEDGE and SKILLS | Performance Indicators | | |
|---|------------------------|--------|--------|
| Civics and Government | Term 1 | Term 2 | Term 3 |
| Understands that people and communities create structure, rules, and ideas to solve problems | | | |
| Names three occupations in the community and identifies the work associated with each | | | |
| Demonstrates an understanding that there are important American symbols by identifying: American flag, words of the Pledge of Allegiance, and the picture and name of the current president | | | |
| Geography | Term 1 | Term 2 | Term 3 |
| Recognizes globes and maps as representations of real places | | | |
| Identifies own street address, town, Massachusetts, and the United States | | | |
| Locates the commonly used areas in the classroom, school building, and immediate school neighborhood | | | |
| History and Culture | Term 1 | Term 2 | Term 3 |
| Identifies significant symbols, pledges, stories, historical figures, and observations connected with the United States | | | |
| Identifies ways in which his/her family are the same and different from other families | | | |
| Uses correctly words and phrases related to chronology and time (now, long ago, before, after, etc.) | | | |

| SCIENCE KNOWLEDGE and SKILLS | Performance Indicators | | |
|---|------------------------|--------|--------|
| Science Practices | Term 1 | Term 2 | Term 3 |
| Observes, describes, asks questions, and makes predictions | | | |
| Communicates ideas through writing, drawing, and discussion | | | |
| Life Science - Life Cycles | Term 1 | Term 2 | Term 3 |
| Observes and describes some of the characteristics of living things | | | |
| Communicates that plants and animals have certain needs in order to grow and change | | | |
| Earth/Physical Science- Investigating Water, Magnets | Term 1 | Term 2 | Term 3 |
| Describes, groups, and classifies objects by their properties | | | |
| Observes and describes how water/magnets interact with materials | | | |
| Technology/Engineering | Term 1 | Term 2 | Term 3 |
| Invents and builds simple constructions and improves design based on observations | | | |

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| PHYSICAL EDUCATION | Performance Indicators | | |
|--|------------------------|--------|--------|
| Physical Education Work Study Practices | Term 1 | Term 2 | Term 3 |
| Demonstrates sportsmanship; participates cooperatively | | | |
| Demonstrates self-control of voice | | | |
| Demonstrates self-control of personal space | | | |
| Physical Education Knowledge and Performance Skills | Term 1 | Term 2 | Term 3 |
| Demonstrates age-appropriate Movement/Motor Concepts and manipulative skills | | | |
| Demonstrates age-appropriate understanding of Physical Fitness and Health Concepts | | | |
| | | | |

| MUSIC | Performance Indicators | | |
|--|------------------------|--------|--------|
| Music Work Study Practices | Term 1 | Term 2 | Term 3 |
| Contributes respectfully during class, rehearsal and performance | | | |
| Demonstrates self-control of voice | | | |
| Demonstrates self-control of personal space | | | |
| Music Knowledge and Performance Skills | Term 1 | Term 2 | Term 3 |
| Demonstrates foundational concepts of pitch | | | |
| Demonstrates foundational concepts of beat | | | |
| | | | |

| ART | Performance Indicators | | |
|---|------------------------|--------|--------|
| Art Work Study Practices | Term 1 | Term 2 | Term 3 |
| Demonstrates appropriate classroom behavior to the creative process | | | |
| Engages in Creative Practices (creating, presenting and responding) | | | |
| Art Knowledge and Performance Skills | Term 1 | Term 2 | Term 3 |
| Demonstrates an understanding of grade level art concepts | | | |
| Uses materials and tools as intended for content and context | | | |
| | | | |