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	Rarely engages and responds to text in whole group settings, individual daily reading, and small group instruction	Sometimes engages and responds to text in whole group settings, individual daily reading, and small group instruction	**Consistently 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	Rarely uses pre-reading strategies including one to one correspondence and picture cues	Sometimes uses pre-reading strategies including one to one correspondence and picture cues	**Consistently uses pre-reading strategies including one to one correspondence and picture cues**
2nd Nine Weeks (includes mastery of previous learning target)	Rarely uses beginning sounds to anticipate unknown words in reading	Sometimes uses beginning sounds to anticipate unknown words in reading	**Consistently uses beginning sounds to anticipate unknown words in reading**
3rd Nine Weeks (includes mastery of previous learning targets)	Rarely decodes words in reading	Sometimes decodes words in reading	**Consistently decodes words in reading**
4th Nine Weeks (includes mastery of previous learning targets)	Rarely uses MSV strategies to self-monitor (such as does it look right, sound right, does it make sense, look for words inside words)	Sometimes uses MSV strategies to self-monitor (such as does it look right, sound right, does it make sense, look for words inside words)	**Consistently uses MSV strategies to self-monitor (such as does it look right, sound right, does it make sense, look for words inside words)**
Applies word knowledge to read text			
1st Nine Weeks	Rarely uses phonemic awareness strategies including: producing rhyming words and distinguishing rhyming words from non-rhyming words; blends onset and rime	Sometimes uses phonemic awareness strategies including: producing rhyming words and distinguishing rhyming words from non-rhyming words; blends onset and rime	**Consistently 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)	Rarely identifies upper/lower case letters in non-sequential order and identifies letter sounds; blends word parts	Sometimes identifies upper/lower case letters in non-sequential order and identifies letter sounds; blends word parts	**Consistently identifies upper/lower case letters in non-sequential order and identifies letter sounds; blends word parts**
3rd Nine Weeks (includes mastery of previous learning targets)	Rarely uses VC, CVC word patterns, and word families to decode words; 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)	Sometimes uses VC, CVC word patterns, and word families to decode words; 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)	**Consistently uses CVC word patterns, and word families to decode words; 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)	Rarely uses CVCC, CCVC word patterns to decode words in isolation and text	Sometimes uses CVCC, CCVC word patterns to decode words in isolation and text	**Consistently uses CVCC, CCVC word patterns to decode words in isolation and text**
Demonstrates comprehension to show understanding of text			
1st Nine Weeks	Rarely identifies character and setting in text	Sometimes identifies character and setting in text	**Consistently identifies character and setting in text**
2nd Nine Weeks (includes mastery of previous learning target)	Rarely retells important information in a text such as BME; sequence of events; problem and solution	Sometimes retells important information in a text such as BME; sequence of events; problem and solution	**Consistently retells important information in a text such as BME; sequence of events; problem and solution**
3rd Nine Weeks (includes mastery of previous learning targets)	Rarely recognizes characteristics of fiction and non-fiction	Sometimes recognizes characteristics of fiction and non-fiction	**Consistently recognizes characteristics of fiction and non-fiction**

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Language Arts	1	2	3
Demonstrates comprehension to show understanding of text (cont.)			
4th Nine Weeks (includes mastery of previous learning targets)	Rarely makes connections within and beyond text that is heard or read	Sometimes makes connections within and beyond text that is heard or read	**Consistently makes connections within and beyond text that is heard or read**
Engages in writing to express ideas			
1st Nine Weeks	Rarely generates ideas and communicates through pictures and letters	Sometimes generates ideas and communicates through pictures and letters	**Consistently generates ideas and communicates through pictures and letters**
2nd Nine Weeks (includes mastery of previous learning target)	Rarely uses sounds to record ideas, thoughts, and stories	Sometimes uses sounds to record ideas, thoughts, and stories	**Consistently uses sounds to record ideas, thoughts, and stories**
3rd Nine Weeks (includes mastery of previous learning targets)	Rarely applies CVC patterns to spell words in daily writing; demonstrates appropriate word spacing	Sometimes applies CVC patterns to spell words in daily writing; demonstrates appropriate word spacing	**Consistently** applies CVC patterns to spell words in daily writing; demonstrates appropriate word spacing
4th Nine Weeks (includes mastery of previous learning targets)	Rarely engages in writing process including planning, drafting, revising, and editing With support rarely: • attempts appropriate capitalization and punctuation • spells high frequency words correctly	Sometimes engages in writing process including planning, drafting, revising, and editing With support sometimes: • attempts appropriate capitalization and punctuation • spells high frequency words correctly	**Consistently engages in writing process including planning, drafting, revising, and editing** **With support consistently:** • **attempts appropriate capitalization and punctuation** • **spells high frequency words correctly**
Employs handwriting techniques to effectively communicate			
1st Nine Weeks	Rarely writes own name with uppercase and lowercase letters	Sometimes writes own name with uppercase and lowercase letters	**Consistently writes own name with uppercase and lowercase letters**

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Language Arts	1	2	3
Employs handwriting techniques to effectively communicate (cont.)			
2nd Nine Weeks (includes mastery of previous learning target)	Rarely attempts to form letters appropriately	Sometimes attempts to form letters appropriately	**Consistently attempts to form letters appropriately**
3rd Nine Weeks (includes mastery of previous learning targets)	Rarely pays attention to handwriting lines when writing upper and lower case letters	Sometimes pays attention to handwriting lines when writing upper and lower case letters	**Consistently pays attention to handwriting lines when writing upper and lower case letters**
4th Nine Weeks (includes mastery of previous learning targets)	Rarely writes upper and lower case letters legibly	Sometimes writes upper and lower case letters legibly	**Consistently writes upper and lower case letters legibly**
Utilizes appropriate listening skills to gain information			
1st-4th Nine Weeks (assess appropriately as expectations increase)	Rarely listens and attends to speaker; responds appropriately to information heard; follows oral directions given in whole group setting that involve a short related sequence of actions when first presented	Sometimes listens and attends; responds appropriately to information heard; follows oral directions given in whole group setting that involve a short related sequence of actions when first presented	**Consistently listens and attends; responds appropriately to information heard; follows oral directions given in whole group setting that involve a short related sequence of actions when first presented**
Demonstrates appropriate speaking skills to express, feeling, information and experiences			
1st- 4th Nine Weeks (assess appropriately as expectations increase)	Rarely expresses ideas, feelings, information and experiences in group settings; makes eye contact; uses appropriate subject matter; uses inflection and appropriate volume	Sometimes expresses ideas, feelings, information and experiences in group settings; makes eye contact; uses appropriate subject matter; uses inflection and appropriate volume	**Consistently expresses ideas, feelings, information and experiences in group settings; makes eye contact; uses appropriate subject matter; uses 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	Reads, writes and represents any whole number up to 5 with and without objects or pictures	Reads, writes and represents any whole number up to 10 with and without objects or pictures	**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	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	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	**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	Composes and decomposes numbers 0-5 with objects and pictures	Composes and decomposes numbers 0-10 with objects and pictures	**Constructs any given number from 0-10 in multiple ways**
Models and explains the action of joining to represent addition up to 10	Models the action of joining to represent addition 0-5	Models the action of joining to represent addition 0-10	**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	Models the action of separating to represent subtraction 0-5	Models the action of separating to represent subtraction 0-10	**Models and explains the action of separating to represent subtraction 0-10**
Creates real-objects and picture graphs from student collected data	Creates real-objects and picture graphs using given data, with teacher assistance	Creates real-objects and picture graphs using given data, independently	**Creates real-objects and picture graphs from student collected data**
Analyzes and draws conclusions from real-object and picture graphs	Answers questions about real-object and picture graphs	Analyzes and draws conclusions from real-object and picture graphs with prompting	**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	Identifies two dimensional shapes (circle, square, triangle, rectangle) with teacher assistance	Identifies two dimensional shapes (circle, square, triangle, rectangle)	**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	Sorts two dimensional shapes and three dimensional solids regardless of orientation or size, with teacher assistance	Sorts two dimensional shapes OR three dimensional solids regardless of orientation or size	**Classifies and sorts two dimensional shapes and three dimensional solids regardless of orientation or size**
Compares two objects using measurement	Compares two objects using one measurable attribute such as length, capacity or weight	Compares two objects using two measurable attributes such as length, capacity or weight	**Compares two objects using measurable attributes including length, capacity and weight**
Identifies U.S. coins by name including penny, nickel, dime and quarter	Rarely identifies U.S. coins by name including: penny, nickel, dime and quarter	Sometimes identifies U.S. coins by name including: penny, nickel, dime and quarter	**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	Observes properties of objects	Observes and records properties of objects such as size, weight, shape, color, and texture with teacher support	**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	Observes the way objects can move	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	**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	Observes non-living Earth materials	Observes and describes non-living Earth materials such as rocks, soil, water, weather, seasons, and objects in the sky	**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	Observes plants and animals	Observes and describes plants and animals	**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	Identifies rules, or authority figures, or jobs	Identifies rules, authority figures, and jobs	**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	Identifies wants and needs	Identifies and explains the differences between wants and needs	**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	Identifies patriots who have shaped the community	Identifies contributions of patriots and good citizens who have shaped the community with teacher support	**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	Responds inappropriately to adult requests and directions Rarely follows agreed upon classroom and school standards	Occasionally responds appropriately to adult requests and directions Occasionally follows agreed upon classroom and school standards	**Consistently responds appropriately to adult requests and directions** **Consistently follows agreed upon classroom and school standards**
Exhibits self-control	Is unable to control body movements and verbal responses, such as: talking at inappropriate times, interrupting, and using inappropriate language *Assess appropriately as expectations increase*	Inconsistently controls body movements and verbal responses, such as: talking at inappropriate times, interrupting, and using inappropriate language *Assess appropriately as expectations increase*	**Consistently controls body movements and verbal responses** *Assess appropriately as expectations increase*
Respects others and accepts responsibility for actions	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	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) *some* of the time Often interrupts through words and/or actions Begins to take responsibility for scissors, glue, and other belongings	**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) *most* 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	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	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	**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	Understanding of technology concepts, skills, and processes not evident *Assess appropriately as expectations increase*	Uses technology to acquire knowledge and publish with direct guidance *Assess appropriately as expectations increase*	**Independently uses technology to acquire knowledge and publish** *Assess appropriately as expectations increase*

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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			