**XXXXXXXXX ELEMENTARY**

**Transition to Kindergarten Report**

**Issaquah, Washington School Year 2024 - 2025**

This report card provides information on your student's performance in school. The report card provides students and caregivers information on progress towards kindergarten readiness goals. Grades are based on how well your student has performed so far in school experiences. At semester 1, your student's grade is based on the skills taught in semester 1. At the end of the year, your student's grade is an indicator of their level of proficiency in meeting end-of-year kindergarten readiness goals.

For details about learning expectations and term use in the report card, please refer to the Guide to the Elementary Report Card on the Issaquah School District website: from the ISD homepage select Academics look for the direct link to the Guide to the Elementary Report Card.

Student:

Teacher:

|  |  |  |
| --- | --- | --- |
|  | **Sem 1** | **Sem 2** |
| **Absent** | 0 | 0 |
| **Tardy** | 0 | 0 |

For details about learning expectations and term use in the report card, please refer to the Parent/Guardian Reference Guide on the Issaquah School District website (from the ISD homepage>Academics>Elementary Report Cards).

**Scoring Key for Behaviors that Promote Learning**

**C: Consistently**

**M: Meeting behavior expectations E: Emerging grade-level skills**

**G: Growth area, receives supports**

**Scoring Key for Academic Performance 3: Proficiency**

**2: Basic**

**1: Below age level**

**NA: Not assessed this semester NG: No grade**

**Y: Yes, supplemental progress report provided**

**Sem 1 Sem 2**

|  |  |
| --- | --- |
| **Supplemental Progress Report** |  |
| If marked, this student will receive one or more supplemental progress reports from a certificated specialist from a program such as SAGE, multilingual learning, speech or occupational therapy, LRC or Title/LAP. |  |  |

**Sem 1 Sem 2**

|  |  |
| --- | --- |
| **Behaviors that Promote Learning** |  |
| Manages feelings |  |  |
| Follows routines & directions |  |  |
| Takes care of own needs appropriately |  |  |
| Plays cooperatively |  |  |
| Balances needs of self and others (takes turns and shares) |  |  |

|  |  |
| --- | --- |
| **Language** |  |
| Listens to and understands directions of two or more steps |  |  |
| Speaks clearly to express thoughts and needs |  |  |
| Engages in conversations |  |  |

**Sem 1 Sem 2**

|  |  |
| --- | --- |
| **Fine Motor Development** |  |
| Holds pencil with three-point finger grip |  |  |
| Uses correct scissors grip |  |  |

**Sem 1 Sem 2**

|  |  |
| --- | --- |
| **Cognitive** |  |
| Attends and engages |  |  |
| Persists |  |  |
| Thinks about ways to solve problems |  |  |
| Recalls information and tells about experiences |  |  |

**Sem 1 Sem 2**

|  |  |
| --- | --- |
| **Literacy** |  |
| Demonstrates phonological awareness (rhymes and claps syllables) |  |  |
| Identifies and names upper and lowercase letters |  |  |
| Produces the correct sounds for letters |  |  |
| Uses print concepts and emergent reading skills (understands that text can be read and engages with books by using pictures to describe action across pages) |  |  |
| Writes first name |  |  |
| Forms letters with increasing accuracy |  |  |

**Sem 1 Sem 2**

|  |  |
| --- | --- |
| **Math** |  |
| Knows number names and the count sequence |  |  |
| Counts objects and compares quantities (more, less, equal) |  |  |
| Identifies numerals and connects each to counted objects |  |  |
| Names basic two-dimensional and some three-dimensional shapes |  |  |

|  |  |
| --- | --- |
| **Science and Social Studies** |  |
| Science: Asks questions about the world around them. Observes and describes the world around them. |  |  |
| Social Studies: Understands rules and routines. Develops awareness and appreciation of self and others. |  |  |

**Sem 1 Sem 2**

|  |  |
| --- | --- |
| **Music** |  |
| Demonstrates behaviors that promote learning |  |  |

**Sem 1 Sem 2**

|  |  |
| --- | --- |
| **Health & Fitness** |  |
| Demonstrates behaviors that promote learning |  |  |