

Grade 0 Report Card

Student Name:	Date of Report:
Teacher:	School:

ATTENDANCE

T1		T2		T3		ANNUAL TOTALS	
ABSENT	TARDY	ABSENT	TARDY	ABSENT	TARDY	ABSENT	TARDY



PURPOSE STATEMENT

The purpose of this report card is to communicate with parents and students about each students' individualized growth and mastery with regard to specific learning standards and areas that extend beyond traditional academic indicators.

TRANSFORMATIVE GOALS

Within and beyond the school walls, learners independently seek to:

Personal	Cultural	Global
Explore and develop personal interests, inquiries, and passions.	Navigate diverse sources and perspectives to reach discerning and thoughtful understandings.	Use processes (e.g., design thinking, creative problem solving, and systems thinking) to develop solutions and understand that failure is an integral part of the learning process.
Craft communication through choices informed by audience and purpose, strategic uses of evidence, and command of language.	Advocate for self and others by drawing on compassion and courage to speak up for what is right and just.	Investigate challenging contemporary global and local issues by pursuing questions or lines of thinking.
Set learning goal(s) that are pursued and evaluated until the goal(s) are realized or new ideas emerge.	Share stories, ideas, and points of view while engaging others to think interdependently and act collectively.	Make informed choices that support the physical, social, and emotional health and well-being of self, community, and society.

Grade 0 Report Card

Student Name:

Date of Report:

Teacher Narrative:

Trimester 1

Grade 0 Report Card

Student Name:				Date of Report:			
ENGLISH LANGUAGE ARTS	T1	T2	T3	MATHEMATICS	T1	T2	T3
Foundational Skills:				Numbers and Operations in Base Ten			
Demonstrates understanding of Concept of Print				Identifies and writes numbers from 0 to 20			
Demonstrates understanding of Phonological Awareness				Counts by ones and tens to 100			
Knows and applies grade-level phonics skills in decoding words				Applies one-to-one correspondence to count the number of objects			
Reads grade-level high-frequency sight words with automaticity				Compares numbers and quantities			
Writes grade-level high-frequency sight words with automaticity				Composes and decomposes numbers from 11 to 19 into tens and ones			
Reads with accuracy and fluency to support comprehension				Operations and Algebraic Thinking			
Reading Comprehension				Extends the concept of putting together to add within 10			
Retell key details in a text				Extends the concept of taking apart to subtract within 10			
Demonstrates and applies comprehension strategies				Represents and solves story problems with addition within 10			
Answers questions about key details in a text				Represents and solves story problems with subtraction within 10			
Identifies character, setting and beginning, middle and end details in a story				Geometry			
Identifies main idea in a text				Identifies and describes two- and three-dimensional shapes			
Uses multiple sources of information to determine the meaning of words in text				Analyzes, compares, creates and composes two- and three-dimensional shapes			
Writing				Measurement & Data			
Develops Habits of writing: plans, revises and edits				Describes and compares measurable attributes of objects			
Forms letters correctly				Classifies objects and counts the number of objects in each category			
Positions letters correctly between lines and spaces				Measures objects using non-standard units			
Modes of Writing: Drawing, dictating, and/or writing used to compose Informational, Narrative, & Opinion texts							
Domains of Writing							
Focuses on one specific topic							
Develops content by writing two or more sentences about the topic							
Demonstrates appropriate phonetic writing							
Demonstrates grade-appropriate conventions (spacing, grammar, capitalization, and punctuation)							

Performance Levels

4 - Applying:	The student's performance is meeting the grade level standard. The student applies key concepts, processes, and skills at a complex level.
3 - Meeting:	The student's performance consistently meets the grade level standard. The student grasps key concepts, processes, and skills.

2 - Approaching:	The student's performance is approaching the grade level standard. The student is developing an understanding of key concepts, processes, and skills.
1 - Emerging:	The student's performance does not meet the grade level standard. The student demonstrates a limited understanding of key concepts, processes, and skills.