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Kindergarten Report Card

FIRST QUARTER: **Child's Name:**

Scoring Key	
1	Below Standard: Demonstrates little or no understanding
2	Making Progress Toward Standard: Demonstrates some understanding, may be inconsistent
3	Meets Standard: Demonstrates consistent understanding of grade level skills independently

Mathematics	
Counts by ones to 20	
Counts sets of objects accurately in range 1-10	
Writes numerals 0-10 (reversals are ok)	

Reading and Language Arts	
Writes name without a prompt with proper use of uppercase and lowercase letters	
Segments syllables in spoken words	

Kindergarten Learning Behaviors	
Follows directions and classroom routines	
Uses supplies appropriately	
Demonstrates safe behavior	
Shows appropriate respect to adults and peers	

Reads High Frequency Words. Words **NOT MASTERED** are noted with an "X" in the box below it.

I	like	a	the	we	can	see

Identifies uppercase letters (out of sequence) by name. Letters **NOT MASTERED** are noted with an "X" in the box below it.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Identifies lowercase letters (out of sequence) by name. Letters **NOT MASTERED** are noted with an "X" in the box below it.

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

Identifies 4 basic shapes. Shapes that are **NOT MASTERED** are noted with an "X" in the box below it.

Identifies numbers 0-10. Numbers **NOT MASTERED** are noted with an "X" in the box below it.

0	1	2	3	4	5
6	**7**	**8**	**9**	**10**	

SAMPLE

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Children vary in their rate of educational development and academic abilities. Continued development is expected and required for advancement to the next grade level.

Teachers Comments:

First Nine Weeks:

Attendance

SAMPLE

Skills for Second Nine Weeks:

Mathematics:

- Identifies numbers 0-10 (out of sequence) by name
- Writes numbers 0-20 from memory
- Counts objects to 20 using 1-1 correspondence
- Counts by ones to 40 (starting at any number)

Reading/Language Arts:

- Identifies uppercase and lowercase letters (out of sequence) by name
- Identifies and produce rhyming words
- Counts, blends, and segments syllables in spoken words
- Writes uppercase letters from memory
- Reads High Frequency Words: to, and, do, you, go, my

For specific examples of any of these skills, please contact your child's teacher.

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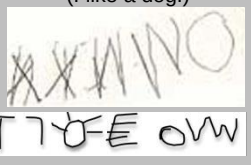
SECOND QUARTER: **Child's Name:**

Scoring Key	
1	Below Standard: Demonstrates little or no understanding
2	Making Progress Toward Standard: Demonstrates some understanding, may be inconsistent
3	Meets Standard: Demonstrates consistent understanding of grade level skills independently

Developmental Stages of Writing Scoring Key			
Pre-Writer (1)	**Progressing Writer (2)**	**Proficient Writer (3)**	**Exemplary Writer (4)**
I erFsl s FtaPM (I like a dog.) 	I like bzacss (I like bears.) Ilvmymom (I love my mom.) hs fr dog	I like zeburs at the zoo (I like zebras at the zoo.) My cuzn is nice. He pla with me at my hows. (My cousin is nice. He plays with me at my house.) ***On-grade level writer for end of the year in kindergarten***	My favrit animl is the monkey because it swings in the trees. It is brown and funny. I see it at the zoo! I love to play with my dog. He chasz a ball. He runs He is black and brown.
Random letters, pictures, or symbols; Writing lacks organization	Drawing with appropriate letters or words: Letter strings can be read as words; Some familiar words	One complete thought with one detail; Includes spacing; on topic; Moves left-right, top-bottom	2 or more complete thoughts on topic; Mostly correct capitalization and ending punctuation

SAMPLE

Mathematics	
Writes numbers 0-20 to represent numbers of objects (reversals are ok)	
Counts sets objects accurately in the range of 1-20	
Counts by ones to 40	

Identifies numbers 0-10. Numbers **NOT MASTERED** are noted with an "X" in the box below it.

0	1	2	3	4	5
6	**7**	**8**	**9**	**10**	

Reading and Language Arts	
Identifies and produces rhyming words	
Writes uppercase letters from memory	
Identifies the beginning sound in words	
Writing level (see scoring key above for how this score was determined)	

Reads High Frequency Words. Words **NOT MASTERED** are noted with an "X" in the box below it.

to	and	do	you	go	my

Kindergarten Learning Behaviors	
Follows directions and classroom routines	
Uses supplies appropriately	
Demonstrates safe behaviors	
Shows appropriate respect to adults and peers	

Identifies lowercase letters (out of sequence) by name. Letters **NOT MASTERED** are noted with an "X" in the box below it.

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

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Identifies Concepts of Print *Concepts NOT MASTERED are noted with an "X" in the box.	
Identifies front and back cover	
Identifies where to start reading	
Identifies one letter	
Identifies one word	
Demonstrates tracking print left to right	
Identifies an illustration	

Children vary in their rate of educational development and academic abilities. Continued development is expected and required for advancement to the next grade level.

Teacher Comments:

Second Nine Weeks:

SAMPLE

Attendance

Skills for Third Nine Weeks:

Mathematics:

- Counts by ones to 60 (starting at any number)
- Writes numbers 0-20 from memory
- Compares sets of objects in the range of 1-10 and tells which set has more and which has less
- Compares pairs of numbers in the range of 1-10 to identify which number is greater or which number is less.
- Identifies numbers 0-20 (out of sequence) by name

Reading/Language Arts:

- Writes uppercase and lowercase letters from memory
- Developmental stage of writing
- Identifies final sounds in 3-phoneme words
- Matches sounds to letters out of sequence, including short vowels
- Segments words into individual sounds
- Reads High Frequency Words: have, said, for, of, want, little, was, is, they, are, with, he, she

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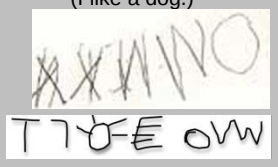
THIRD QUARTER: **Child's Name:**

Scoring Key	
1	Below Standard: Demonstrates little or no understanding
2	Making Progress Toward Standard: Demonstrates some understanding, may be inconsistent
3	Meets Standard: Demonstrates consistent understanding of grade level skills independently

Developmental Stages of Writing Scoring Key

Pre-Writer (1)	Progressing Writer (2)	Proficient Writer (3)	Exemplary Writer (4)
I erFsl s FtaPM (I like a dog.) 	I like bzacss (I like bears.) Ilvmymom (I love my mom.) hs fr dog	I like zeburs at the zoo (I like zebras at the zoo.) My cuzn is nice. He pla with me at my hows. (My cousin is nice. He plays with me at my house.) ***On-grade level writer for end of the year in kindergarten***	My favrit animl is the monkey because it swings in the trees. It is brown and funny. I see it at the zoo! I love to play with my dog. He chasz a ball. He runs He is black and brown.
Random letters, pictures, or symbols; Writing lacks organization	Drawing with appropriate letters or words: Letter strings can be read as words; Some familiar words	One complete thought with one detail; Includes spacing; on topic; Moves left-right, top-bottom	2 or more complete thoughts on topic; Mostly correct capitalization and ending punctuation

SAMPLE

Mathematics	
Writes numbers 0-20	
Compares sets of objects between 1-10 and tell which set has more and which set has less	
Compares two written numbers between 1-10	
Counts by ones to 60	

Reading and Language Arts	
Segments words into individual sounds (phoneme segmentation)	
Identifies the final sound in words	
Writes uppercase letters from memory	
Writes lowercase letters from memory	
Writing level (see scoring key above for how this score was determined)	

Kindergarten Learning Behaviors	
Follows directions and classroom routines	
Uses supplies appropriately	
Demonstrates safe behavior	
Shows appropriate respect to adults and peers	

Identifies 9 basic shapes. Shapes that are **NOT MASTERED** are noted with an "X" in the box below it.

Reads High Frequency Words. Words **NOT MASTERED** are noted with an "X" in the box below it.

have	said	for	of	want	little	was
is	**they**	**are**	**with**	**he**	**she**	

Identifies numbers 0-10. Numbers **NOT MASTERED** are noted with an "X" in the box below it.

0	1	2	3	4	5
6	**7**	**8**	**9**	**10**	
11	12	13	14	15	
16	17	18	19	20	

Produces the sound for each letter out of sequence, including **short vowels**. Sounds **NOT MASTERED** are noted with an "X" in the box below it.

A	B	C	D	E	F	G	H	I	J	K	L	M
N	**O**	**P**	**Q**	**R**	**S**	**T**	**U**	**V**	**W**	**X**	**Y**	**Z**

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Teacher Comments:

Third Nine Weeks:

Attendance

SAMPLE

Skills for Fourth Nine Weeks:

Mathematics:
Continued skills

- Solves addition and subtraction story problems with answers up to 10
- Counts by ones to 100
- Count by tens to 100
- Separates sets of ten or fewer objects into two groups

Reading/Language Arts:

- Matches sounds to letters out of sequence, including short vowels
- Developmental stage of writing
- Identifies the middle sound in words
- Segments words into individual sounds
- Blend 3 sounds to read a word
- Reads High Frequency Words: ne, here, what, has, play, this, does, come, good, who, help, too, look, where
- Identifies characters, setting, and events in a story

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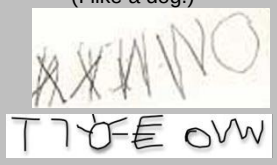
FOURTH QUARTER: **Child's Name:**

Scoring Key	
1	Below Standard: Demonstrates little or no understanding
2	Making Progress Toward Standard: Demonstrates some understanding, may be inconsistent
3	Meets Standard: Demonstrates consistent understanding of grade level skills independently

Developmental Stages of Writing Scoring Key			
Pre-Writer (1)	**Progressing Writer (2)**	**Proficient Writer (3)**	**Exemplary Writer (4)**
I erFsl s FtaPM (I like a dog.) 	I like bzacss (I like bears.) Ilvmymom (I love my mom.) hs fr dog	I like zeburs at the zoo (I like zebras at the zoo.) My cuzn is nice. He pla with me at my hows. (My cousin is nice. He plays with me at my house.) ***On-grade level writer***	My favrit animl is the monkey because it swings in the trees. It is brown and funny. I see it at the zoo! I love to play with my dog. He chasz a ball. He runs He is black and brown.
Random letters, pictures, or symbols; Writing lacks organization	Drawing with appropriate letters or words: Letter strings can be read as words; Some familiar words	One complete thought with one detail; Includes spacing; on topic; Moves left-right, top-bottom	2 or more complete thoughts on topic; Mostly correct capitalization and ending punctuation

SAMPLE

Mathematics	
Counts by ones to 100	
Counts by tens to 100	
Solves addition story problems with answers up to 10	
Solves subtraction story problems with answers up to 10	
Separates sets of ten or fewer objects into two groups	

Reads High Frequency Words. Words **NOT MASTERED** are noted with an "X" in the box below it.

what	**has**	**play**	**this**	**does**	**come**
good	**who**	**help**	**too**	**look**	**where**
me	here				

Reading and Language Arts	
Segments words into individual sounds (phoneme segmentation)	
Blends three sounds to read a word	
Identifies the middle sound in words	
Identifies characters, setting, and events in a story	
Writing level (see scoring key above for how this score was determined)	

Produces the sound for each letter out of sequence, including **short vowels**. Sounds **NOT MASTERED** are noted with an "X" in the box below it.

A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**
N	**O**	**P**	**Q**	**R**	**S**	**T**	**U**	**V**	**W**	**X**	**Y**	**Z**

Kindergarten Learning Behaviors	
Follows directions and classroom routines	
Uses supplies appropriately	
Demonstrates safe behavior	
Shows appropriate respect to adults and peers	

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Teacher Comments:

Fourth Nine Weeks:

Attendance

SAMPLE

Placement for next year: Choose an item.

Summer Skills Practice:

In 1st grade Mathematics, your child should be able to:

- Add and subtract numbers 0-10
- Count to 100 by ones and tens. Start your child at different numbers (Ex- Can you count to 100 starting at 37?)
- Identify 2D and 3D shapes in the real world (Ex- have your child point out a soup can at the grocery store as a cylinder).
- Read and write numbers 0-20.

In 1st Grade Reading/Language arts, your child should be able to:

- Blend sounds to read CVC (consonant-vowel-consonant) words. Ex: hat, sit, men, etc.
- Blend sounds to read CVCe (consonant-vowel-consonant-silent e) words. Ex:m bite, cave, bone, etc.
- Read all of the kindergarten high frequency words.
- Read stories with your child and have the child identify the character, setting, problem & solution, sequence events, make predictions, and give details from the story. Read both fiction and nonfiction stories.
- Write 2 or more complete sentences with correct capitalization and punctuation. (You could have your child write about vacation or what he/she wants for lunch!)
- Work on rhyming words by asking if 2 words rhyme, or if he/she can come up with a rhyming word for your word.
- Tell about his/her day by sequencing the events that happened first, next and last.