

Kindergarten Report Card



Student
Teacher

Language Arts	Q1	Q2	Q3	Q4
Orally expresses ideas clearly				
Writes on topic and adds details to strengthen writing				
Masters word study lessons				
Uses appropriate conventions (grammar, spelling, phonics rules, capitalization, punctuation)				
	Q1	Q2	Q3	Q4
Produces letter sounds				
Print concepts and recognizes letters				
Phonics				
Reads high frequency words				
Demonstrates understanding of spoken words, syllables and sounds				
Demonstrates reading comprehension				
Reads grade level texts				
Mathematics	Q1	Q2	Q3	Q4
Counting and Cardinality				
Operations and Algebraic Thinking				
Numbers and Operations in Base Ten				
Measurement and Data				
Geometry				
Problem solving				
Fact Fluency Addition				
Fact Fluency Subtraction				

Total Absences:

Total Days Attended:

Total Days:

Frequently Tardy:

(The numbers shown are for full-day attendance. If student attends half-day kindergarten, double the numbers.)

Comments	
Q1	
Q2	
Q3	
Q4	

Work Habits and Social Skills	Q1	Q2	Q3	Q4
Participates in class				
Works cooperatively and respectfully				
Demonstrates self control				
Follows directions				
Listens attentively				
Demonstrates organizational skills				
Makes good use of time				
Perseveres in tasks				
Completes and returns homework				
Submits high-quality products				
Proper handwriting formation				
Uses independent reading time productively				
Indicates an area of concern for work habits and social skills				X
Indicates satisfactory performance for work habits and social skills				Empty

Kindergarten Standards Performance Levels	
Consistently Exceeding Your child independently extends and applies key concepts, processes and skills	4
Meeting Your child demonstrates a solid understanding of key concepts, processes and skills	3
Approaching Your child is progressing toward an understanding of key concepts, processes and skills, but performance is inconsistent	2
Area of Concern Your child has made minimal progress toward an understanding of key concepts, processes and skills; requires additional time and support	1
The star (*) symbol is used very rarely when the student's goals and objectives are completely different from the grade level curriculum. The changed student curriculum can be determined by an IEP, a 504 plan, or the student just developing English language skills.	