

Sample Kindergarten Report Card

(includes only learning/social behavior and language arts)

Name:	Kindergarten Report	Attendance	FALL	WINTER	SPRING
Teacher:		Half Days Absent	_____	_____	_____
School:		Times Tardy	_____	_____	_____

LEARNING/SOCIAL BEHAVIOR



S = Satisfactory
 P = Making progress
 I = Needs to improve

We believe that these behaviors contribute to student learning and are considered an integral part of our teaching. We do not expect that all children will demonstrate consistency at all times, but we do emphasize continual progress for the student in demonstrating the behavior on a regular basis. Your child's progress is indicated according to the KEY to the left.

Demonstrates responsibility for own learning.

1. Shows interest and is involved in learning.
2. Attends to the task at hand.
3. Completes tasks independently.

Responds to teacher-directed activities.

4. Listens attentively.
5. Participates constructively in discussions.
6. Participates constructively in activities.
7. Follows directions.

Fall Winter Spring

	Fall	Winter	Spring
1			
2			
3			

	Fall	Winter	Spring
4			
5			
6			
7			

Puts forth effort.

15. Perseveres even when tasks are difficult.
16. Willing to take risks and try new things.
17. Chooses and accepts tasks that challenge abilities.

Demonstrates self-discipline.

8. Follows rules.
9. Demonstrates self control.
10. Uses time wisely.

Interacts positively with peers and adults.

11. Respects the rights of others.
12. Works cooperatively with others.
13. Interacts positively with others.
14. Solves problems constructively.

Fall Winter Spring

	Fall	Winter	Spring
8			
9			
10			

Fall Winter Spring

	Fall	Winter	Spring
11			
12			
13			
14			

	Fall	Winter	Spring
15			
16			
17			

WRITING



B = Beginning
D = Developing
S = Secure

The expectations for achievement are that students will meet Secure (S) proficiency levels by spring. The shaded area indicates when the outcome is usually first assessed.

Writing Genre			
F	W	S	CONCEPTS/SKILLS
			1. Writes a brief personal story using pictures, words, and/or sentences.
			2. Reads and tries to copy different styles of poetry.
			3. Writes a brief informational piece using drawings, words, and/or sentences as a page for a class book.
			4. Helps with a class research project by adding key information gathered from materials supplied by the teacher.
Writing Process			
			5. Brainstorms ideas for narrative stories.
			6. Produces pictures and drawings that fit the story.
			7. As s/he plans to write, with help from the teacher, thinks about how the readers will react.
			8. Spells words based on how they sound when writing.
			9. Brainstorms ideas for informational text.
			10. Makes changes to writing by reading it to a friend, and asks for ideas to improve it to make the meaning more clear.
Personal Style			
			11. Expresses feelings, uses his/her natural language, and creates new ideas to show originality in his/her speech and writing.
Spelling			
			12. Uses beginning and simple ending sounds, or word lists provided by the teacher to figure out how to spell more words.
			13. Correctly spells about 18 words s/he sees often and finds meaningful.
Handwriting			
			14. Writes from left to right and top to bottom.
			15. Forms upper- and lowercase letters.
			16. Leaves spaces between words when writing.
Writing Attitude			
			17. Is eager to write and learn to write.

READING



Behaviors are dated (F= Fall, W= Winter, S= Spring) when they are seen routinely over time at a “secure” level. A behavior flagged as I= Needs Improvement.

Pre-K (Emergent Reader)	Kindergarten (Developing Reader)	Grade 1 (Beginning Reader)
<p>Comprehension</p> <ul style="list-style-type: none"> ___ Demonstrates comprehension of a story through comments, reactions, discussion, and/or drawing ___ Retells a familiar story, with beginning, middle, and end with book support <p>Strategies</p> <ul style="list-style-type: none"> ___ Holds book and turns pages correctly ___ Demonstrates left to right movement ___ Identifies 15-20 of 54 letter names ___ Recognizes familiar print such as names or signs <p>Listening and Speaking</p> <ul style="list-style-type: none"> ___ Communicates wants and needs verbally ___ Has vocabulary to name common objects and discuss everyday experiences 	<p>Comprehension</p> <ul style="list-style-type: none"> ___ Reads books with predictable text (Level C) ___ Memorizes pattern books, poems, and familiar books ___ Retells a familiar story read to student with beginning, middle, and end without book support ___ Demonstrates personal connection to stories read or heard through comments, reactions, discussion, and/or drawing <p>Strategies</p> <ul style="list-style-type: none"> ___ Identifies 21-46 of 54 letter names ___ Identifies 47-54 of 54 letter names ___ Rhymes and plays with words ___ Uses information from pictures to construct meaning ___ Uses a sight word vocabulary of 10-15 words ___ Uses at least 20 sounds in reading/writing contexts ___ Uses 1:1 correspondence to track print ___ Uses print and illustrations to problem solve text <p>Listening and Speaking</p> <ul style="list-style-type: none"> ___ Gives detailed descriptions of needs, wants, and events ___ Listens to others without interrupting 	<p>Comprehension</p> <ul style="list-style-type: none"> ___ Reads and comprehends books at Level I ___ Reads aloud with fluency and expression ___ Retells stories, read independently, to reflect sequence, setting, characters, problem, and resolution ___ Identifies main idea and supporting details of informational text read independently <p>Strategies</p> <ul style="list-style-type: none"> ___ Uses visual cues ___ Uses structure cues ___ Uses meaning cues ___ Self-corrects miscues that affect meaning ___ Uses multiple strategies automatically as needed to problem solve text <p>Listening and Speaking</p> <ul style="list-style-type: none"> ___ Responds to others using complete sentences ___ Uses questions and statements in appropriate contexts

Current Instructional Reading Level for this Report Card Period.

<p>The Instructional Reading Level for each marking period is indicated below. The slide/bar graph provides a visual representation of progress.</p>	Reading Targets by Grade		
	<p>Kindergarten</p> <p>Prior to June—Level A June—Level C</p>	<p>First Grade</p> <p>November—Level D March—Level G June—Level I</p>	<p>Second Grade</p> <p>November—Level J March—Level L June—Level M</p>

_____ Fall–November _____ Winter–March _____ Spring–June

Fall	Pre-Reader
Winter	
Spring	

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