

Kindergarten Report Card

School _____ (Principal)

Key for Performance Level

4	Exceeded	Student consistently demonstrates an understanding of concepts, skills, and processes taught in this reporting period.
3	Exceeding	Student is not yet consistent in demonstrating an understanding of concepts, skills, and processes taught in this reporting period.
2	Emerging	Student's understanding of grade-level concepts, skills, and processes taught in this reporting period is significantly below grade-level expectations.
1	Not Assessed	Not assessed this reporting period.

Note: The goal is for your child to reach Level 4 (Exceeded) on all standards by the end of the year.

Student

Teacher

English/Language Arts Standards		Reporting Period					
Reading: Foundational Skills		1	2	3	4	5	6
Learn and use basic questions about any details in a text.							
Learn what familiar words, including key details.							
Learn identify characters, settings, and major events in a story.							
Learn and use basic questions about unknown words in a text.							
Learn recognize common types of text.							
Learn define the author and audience of a story and define the role of each in telling the story.							
Learn describe the relationship between illustrations and the story in which they appear.							
Learn use graphics and labels for a structure and appearance of objects in a fiction, history.							
Learn asking simple, in-group reading, activities with purpose and understanding.							
Reading: Standards for Informational Text		1	2	3	4	5	6
Learn and use basic questions about any details in a text.							
Learn identify the main topic and what key details it is about.							
Learn describe the connection between an individual, events, places, or pieces of information in a text.							
Learn and use basic questions about unknown words in a text.							
Learn identify the text about some basic parts and the page of a text.							
Learn define the author and audience of a story and define the role of each in telling the story.							
Learn describe the relationship between illustrations and the text in which they appear.							
Learn identify the source of a text (e.g., a report, journal, or text).							
Learn identify basic information in and inferential between text and on the same topic.							
Reading: Standards for Expository Texts		1	2	3	4	5	6
Demonstrate understanding of the organization and main features of print.							
Learn follow words that call to text, text boxes, and page layout.							
Learn recognize the appearance and organization of text (e.g., by specific organizational details).							
Learn understand the text and organized by details of print.							
Learn recognize and understand upper and lowercase letters of the alphabet.							
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).							
Learn recognize and produce rhyming words.							
Learn about, pronounce, blend, and segment syllables in spoken words.							
Learn identify and segment words and their syllables in spoken words.							
Learn pronounce the first sound, middle sound, and last sound in three-letter words (e.g., cat, bed, box).							
Learn add or subtract phonics (e.g., add or delete phonics) words in spoken and written.							
Learn and apply grade-level phonics and word analysis skills in reading words.							
Learn pronounce the primary words for each consonant.							
Learn pronounce long and short vowels for the first three vowels.							
Learn short consonant high frequency words by sight.							
Learn recognize the relationship between phonics and words by identifying the sound of the letters that make up the words.							
Learn and analyze words for each purpose and understanding.							
Writing: Standards		1	2	3	4	5	6
Learn write, at least, another sentence in which the number is performance level (e.g., 1, 2, 3, 4, 5, 6).							
Learn write, at least, another sentence in which the performance level is 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.							
Learn tell, write, words about the number in the number in which they occurred (e.g., 1, 2, 3, 4, 5, 6, 7, 8, 9, 10).							

Kindergarten Report Card Common Core

Patricia L. Donahue



Kindergarten Report Card Common Core:

Common Core Mathematics in a PLC at Work®, Grades K-2 Timothy D. Kanold, 2012-04-12 This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics grades K 2 Discover what students should learn and how they should learn it at each grade level Comprehensive research affirmed analysis tools and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency

The Other Side of the Report Card Maurice J. Elias, Joseph J. Ferrito, Dominic C. Moceris, 2015-12-14 To better serve the whole child look at the whole report card Although parents and teachers spend more time in conferences talking about behavior than they do about rubrics and test scores too many teachers are still guessing when it comes to using outdated behavior ratings and comments to describe the whole child With this book you ll take report cards to the next level integrating social emotional learning and character development into any grading system Resources include Guided exercises for analyzing existing report cards Suggested report card designs Tips on improving teacher parent communication Case studies Testimonials from teachers and students

Nation's Report Card, 2003 **The Nation's Report Card**, 2001 **NAEP ... Writing Report Card**, 1999 **Reading Report Card for the Nation and the States, 1998 (NAEP)** Patricia L. Donahue, 1999-08 Report by the National Center for Education Statistics on the National Assessment of Educational Progress NAEP the nation s only ongoing survey of what students know and can do in various academic subject areas In 1998 NAEP conducted a national reading assessment of 4th 8th and 12th grade students and a state by state reading assessment of 4th and 8th grade students This report presents the results of the 1998 NAEP reading assessment for the nation and for participating states or jurisdictions Results in 1998 are compared to those in 1994 and 1992 Includes dozens of tables and figures

NAEP 1998 Reading Report Card for the Nation and the States, 1999 Presents the results of the 1998 NAEP reading assessment for the nation and for paritcipating states or jurisdictions Results in 1998 are compared to those in 1994 and 1992

Diversified Teaching Strategies for Early Childhood Classrooms J. Amos Hatch, 2025-07-31 This book aims to broaden the teaching repertoires of pre service and in service early childhood teachers so they can better meet the needs of the children they teach Covering 16 early childhood teaching strategies ranging from traditional play based approaches through direct teaching and technology assisted instruction to postmodern methods each chapter focuses on a different pedagogical approach explaining what it is why it s important and how it can be implemented in Pre K 3 classrooms Chapters conclude with detailed examples of how the strategies can be utilized to cover specific instructional objectives drawn from published standards *Diversified Teaching Strategies for Early Childhood Classrooms* is essential reading for undergraduate students studying early childhood education as well as graduate students early childhood teacher educators and any practicing Pre K Grade 3 teachers It offers readers a richer set of tools for making good decisions about how to teach real content in ways that are effective and meet

the needs of young children in a complex and rapidly changing world **The School Leader's Guide to Grading** Ken O'Connor, 2012-12-04 Ensure your school's grading procedures are supportive of learning accurate meaningful and consistent Discover how the seven essential Ps can improve your effectiveness in supporting assessment and communicating student achievement You will also learn how to avoid inaccurate grades caused by penalties for lateness or academic dishonesty extra credit group rather than individual work and marking down for attendance **Writing Report Card For The Nation And The States, NAEP 1998** ,1999 *NAEP 1996 Mathematics Report Card for the Nation and the States* Clyde M. Reese, 1997 *NAEP ... Reading Report Card for the Nation and the States* ,1999 **NAEP 1996 mathematics report card for the nation and the states : findings from the National Assessment of Educational Progress** ,1997 *NAEP 1998 Writing Report Card for the Nation and the States* Elissa A. Greenwald, 1999 *NAEP 1996 Science Report Card for the Nation and the States* Christine Y. O'Sullivan, 1997 *Teacher and Student Evaluation* Alyson Leah Lavigne, Thomas L. Good, 2013-09-05 Following the recent major school reform of Race to the Top schools teachers and students are increasingly evaluated through high stakes achievement test scores In six concise chapters Teacher and Student Evaluation explores the historical rise and modern landscape of accountability in American education and the current models of teacher evaluation The authors provide realistic and useful suggestions for responding to current accountability demands The authors explore the methodological concerns and policy implications of using value added and observational measures to make high stakes decisions After reaching the conclusion that these contemporary evaluation practices are flawed Alyson Lavigne and Thomas Good offer possible solutions that inform current and future teacher evaluation This book is a valuable resource for students of educational assessment as well as policy makers administrators and teachers who are currently building accountability plans The book is written in an accessible but authoritative fashion that practitioners policymakers and scholars will find useful *Contemporary Perspectives on Research in Assessment and Evaluation in Early Childhood Education* Olivia Saracho, 2015-08-01 Researchers educators professional organizations administrators parents and policy makers have increased their involvement in the assessment and evaluation of early childhood education programs This interest has developed swiftly during the last decades The National Association for the Education of Young Children NAEYC and the National Association of Early Childhood Specialists in State Departments of Education NAECS SDE developed a position statement titled Early childhood curriculum assessment and program evaluation Building an effective accountable system in programs for children birth through age 8 to address related trends issues guiding principles and values Appropriate and well designed evaluations need to address several audiences including researchers educators policy makers children and parents They need to encourage the implementation of a strong foundation that improves the quality of the children's education Child assessment and program evaluation can lead to effective results and better accountability for preschool kindergarten and primary school programs The purpose of this volume is to share a collection of research strands

on contemporary perspectives on research in assessment and evaluation in early childhood education It provides a review and critical analysis of the literature on assessment and evaluation of programs children teachers and settings The volume begins with a brief introductory chapter that presents the reader with a map of the area laying out the issues and alternatives and linking these to the chapters that follow It addresses several areas including 1 understanding assessment and evaluation with young children 2 schools and assessment implications 3 teacher evaluation and professional development 4 social relationships and assessment 5 content areas in early education assessment 6 technology and assessment and 7 conclusion with future research directions in assessment and evaluation in early childhood education The volume is of interest to researchers educators policy makers university faculty graduate students and general readers who are interested in research on assessment and evaluation in early childhood education The chapters are authored by established scholars in the field

Principles of Effective Literacy Instruction, Grades K-5 Seth A. Parsons, Margaret Vaughn, 2021-05-21 What are the principles that every elementary teacher must learn in order to plan and adapt successful literacy instruction This concise course text and practitioner resource brings together leading experts to explain the guiding ideas that underlie effective instructional practice Each chapter reviews one or more key principles and highlights ways to apply them flexibly in diverse classrooms and across grade levels and content areas Chapters cover core instructional topics phonemic awareness phonics fluency vocabulary and comprehension high quality learning environments major issues such as assessment differentiation explicit instruction equity and culturally relevant pedagogy and the importance of teachers reflective practice and lifelong learning

An Evaluation of the Public Schools of the District of Columbia National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee for the Five-Year (2009-2013) Summative Evaluation of the District of Columbia Public Schools, 2015-08-31 An Evaluation of the Public Schools of the District of Columbia is a comprehensive five year summative evaluation report for Phase Two of an initiative to evaluate the District of Columbia's public schools Consistent with the recommendations in the 2011 report A Plan for Evaluating the District of Columbia's Public Schools this new report describes changes in the public schools during the period from 2009 to 2013 An Evaluation of the Public Schools of the District of Columbia examines business practices human resources operations and human capital strategies academic plans and student achievement This report identifies what is working well seven years after legislation was enacted to give control of public schools to the mayor of the District of Columbia and which areas need additional attention

Teaching with Empathy Lisa Westman, 2021-08-27 What does it mean to teach with empathy Whether it's planning and delivering instruction or just interacting with others throughout the day every action you take is an opportunity to demonstrate empathy toward your students your colleagues and yourself I'm already empathetic to my students and their stories you may be thinking But a teacher's actions even unintentional and especially uninformed can be implicitly shaming compounding any disconnect students may already feel and undermining your efforts to create a safe and

positive classroom environment Rather than try to identify who needs empathy start with the premise that all learners deserve empathy because it is a prerequisite for learning and growth In Teaching with Empathy Lisa Westman explores three types of empathy affective cognitive and behavioral and clarifies how they intertwine with curriculum learning environment equity practices instruction and assessment and grading and reporting Through her own experience as an instructional coach Westman shares tips and tools real world classroom examples powerful stories and even a bit of herself as she guides you to a better understanding of yourself and others Ultimately you ll learn what s possible when you let compassion and acceptance inform all aspects of your daily practice

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