

ALEXANDER COUNTY SCHOOLS

Kindergarten Progress Report

School Year: _____

Name: _____

School: _____

Teacher: _____

Principal: _____

GRADING CODE FOR PERSONAL, SOCIAL, AND PHYSICAL DEVELOPMENT, MUSIC, AND TECHNOLOGY

S - Satisfactory I - Improving
N - Needs Improvement U - Unsatisfactory

PERSONAL/SOCIAL DEVELOPMENT	Report Period			
	1	2	3	4
Listens attentively				
Listens to others without interruption				
Follows directions				
Works without constant supervision				
Complete tasks				
Takes care of materials				
Expresses self creatively				
Observes, questions, explores				
Takes care of personal needs (zipping, etc)				
Takes pride in his/her accomplishments				
Uses appropriate manners				
Shows positive attitude				
Gets along well with other children				
Participates in group activities				
Exercises self-control				
Respects rights and property of others				
Accepts correction				

PHYSICAL DEVELOPMENT				
Shows small muscle control (painting, coloring, writing, drawing, cutting, assembling puzzles)				
Physical Education Skills - Shows large muscle control (runs, jumps, hops, throws, catches)				
Physical Education Conduct				
MUSIC				
Music skills				
Music conduct				
TECHNOLOGY				
Computer Skills				

GRADING CODE FOR SKILLS DEVELOPMENT

4* = Well-above expectations (Only items with a * may receive a 4 rating)
3 = Satisfactory
2 = Shows progress
1 = Needs more development
NA = Not graded this period

SKILLS DEVELOPMENT	Report Period			
	1	2	3	4
SPEAKING/LISTENING				
Can say full name				
Can say address				
Can say phone number				
Recognizes name				
WRITING				
Can print _____ name				
Establishes relationship between picture and print				
Writes 1 or 2 thoughts/sentences focused on topic*				
Understands/explains own writing				
Writes left-to-right, top-to-bottom				
Uses invented spelling generally readable by others				
Writes some sight words correctly*				
Uses some correct capital letters & spacing				
Writes most letters of alphabet				
LANGUAGE/READING				
Can recite the alphabet in order				
Can identify rhyming words				
Can identify most beginning _____ sounds in words*				
Recognizes basic sight words*				
Understands concepts of print* (one-to-one correspondence, directionality, front/back/title/author of book, letters, words, and punctuation)				
Demonstrates sense of story* (beginning, middle, end, characters, setting, sequence of events, details, makes predictions)				
Can read simple texts*				
MATHEMATICS				
Understands number values from 0 up to *				
Understands meaning of more, less, and equal				
Understands directional/positional words				
Can rote count from 1 up to *				
Understands calendar time including: _____				
Can create and extend patterns*				
Can sort and classify objects				

*Skills with an asterisk may receive a rating of 4 only if the student is performing well-above grade level.

PARENTS/GUARDIANS: YOU MAY KEEP THIS REPORT CARD. PLEASE SIGN AND RETURN THE ENVELOPE.

Kindergarten Report Card Samples

Ron Berger, Anne Vilen, Libby Woodfin



Kindergarten Report Card Samples:

Multifaceted Assessment for Early Childhood Education Robert J. Wright, 2010 Multifaceted Assessment in Early Childhood is ideal for those on upper division undergraduate courses and first level graduate courses in early childhood education assessment The book covers the various measures used in a range of assessment dimensions and includes valuable information regarding young children with special needs and English Language Learners which has rarely been touched upon in other textbooks The chapters are focused on student accessibility and include practical applications of key concepts Features and benefits Covers a range of assessment concepts including Formative uses feedback from learning to adapt teaching Summative i e tests quizzes Authentic focuses on complex deeper tasks Standardized STAR SAT Includes coverage of assessment for English language learners and children with special needs topics that are not provided enough coverage in other books including Wortham McAfee Puckett and Mindes Wright s writing style grabs and engages the reader in the topic Two of our reviewers who use Wortham specifically cited Wright s writing style as a reason they would adopt our book A McAfee reviewer is likely to switch for the same reason **The Art of Focused Conversation for Schools, Third Edition** Jo Nelson, 2013-08-20 Why don t kids learn Why can t students do higher order thinking Why do educators have endless staff meetings with few results How can parents and teachers communicate better The pressure upon educators to teach more to a wider range and number of students with decreasing resources and supports makes it urgent to find tools to answer such questions The Art of Focused Conversation for Schools demonstrates how the Focused Conversation method widely used in organizations and businesses can effectively be used in a K 12 educational setting Each section deals with interactions among students staff and parents and elaborates with over 100 sample conversations designed to make learning more meaningful prevent and solve problems and make communications in meetings more effective Appendices showcase integrated curriculum examples where conversations have been used in unique combinations and list sample questions for each level of the conversation method With a bibliography and index included and patterned after its highly successful predecessor The Art of Focused Conversation 100 Ways to Access Group Wisdom in the Workplace this book will be welcomed by parents students educators and school administrators everywhere The Institute of Cultural Affairs has over 40 years experience in more than 32 nations A unique facilitation research and training organization ICA Canada has provided participatory skills to many thousands of people worldwide *An Analysis of Kindergarten & Elementary Report Cards* D. Keith Osborn, Janie Dyson Osborn, 1989 *Classroom Assessment & Grading that Work* Robert J. Marzano, 2006 Robert J Marzano distills 35 years of research to bring you expert advice on the best practices for assessing and grading the work done by today s students *The Leaders of Their Own Learning Companion* Ron Berger, Anne Vilen, Libby Woodfin, 2019-10-01 A New Companion to Leaders of Their Own Learning Puts Students in Charge of Their Learning and Growth Five years after the publication of Leaders of Their Own Learning EL Education is back with a new companion guide

to help you tackle the common challenges of student engaged assessment This unique student centered approach to assessment equips and compels students to understand goals for their learning and growth track their progress toward those goals and take responsibility for reaching them EL Education has more than 25 years of experience supporting school transformation through student engaged assessment With their new book *The Leaders of Their Own Learning Companion* they have harvested the best tools and wisdom from schools across the country to help you hone student led assessment practices in your classroom and school Identifies the common challenges of implementing each of the eight interrelated student engaged assessment practices from *Leaders of Their Own Learning* and provides strategies and tools for tackling them Offers practical tips for school leaders Deepens your learning with 46 videos and an online toolbox *The Leaders of Their Own Learning Companion* is designed for teachers and leaders of all grade levels and no prior knowledge of the original *Leaders of Their Own Learning* is necessary to make the most of this book

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

Developing Standards-Based Report Cards Thomas R. Guskey, Jane M. Bailey, 2010 Providing a clear framework this volume helps school leaders align assessment and reporting practices with standards based education and develop more detailed reports of children s learning and progress

Let's Write Nancy Areglado, Mary Dill, 1997 GUIDE TO TEACHING WRITING SKILLS TO GRADES K 2

Graphonomics H.S.R. Kao, R. Hoosain, G.P. Van Galen, 1986-09-01 Graphonomics is the newly created term for the science of handwriting and other graphic skills The Second International Conference on the Neural and Motor Aspects of Handwriting attracted contributions from experimental psychologists neuropsychologists neurologists linguists biophysicists and computer scientists from 12 countries This volume the proceedings of the conference features clinical studies of the neural basis of agraphia and dysgraphia from brain damaged patients The motor aspects of handwriting are further extended to new areas of interests Research on handwriting in the English Chinese and Japanese languages forms the first attempt in the field to investigate handwriting from the psycholinguistic perspective of different languages

Handbook of Temperament Marcel Zentner, Rebecca L. Shiner, 2015-09-01 Timely and authoritative this unique handbook explores the breadth of current knowledge on temperament from foundational theory and research to clinical applications Leaders in the field examine basic temperament traits assessment methods and what brain imaging and molecular genetics reveal about temperament s biological underpinnings The book considers the pivotal role of temperament

in parent child interactions attachment peer relationships and the development of adolescent and adult personality and psychopathology Innovative psychological and educational interventions that take temperament into account are reviewed Integrative in scope the volume features extensive cross referencing among chapters and a forward looking summary chapter

New Developments in Pupil Report Cards ... National Education Association of the United States. Department of superintendence & research division,1934 **Resources in Education** ,2000-04 **Building Blocks** Gene I.

Maeroff,2015-01-27 A student s entire journey along the educational spectrum is affected by what occurs and crucially by what does not occur before the age of eight or nine Yet early learning has never received the attention it deserves and needs In his latest book education expert Gene Maeroff takes a hard look at early learning and the primary grades of schooling Building Blocks offers a concrete and groundbreaking strategy for improving early education Filled with colorful descriptions and anecdotes from Maeroff s visits to schools around the country Building Blocks creates a rich portrait of education in America ranging from math lessons imported from Singapore in Massachusetts to serious but joyful kindergartens in California He speaks of the need for schools to prepare for the burgeoning enrollment of youngsters from immigrant families and for all children to acquire the habits and dispositions that will make them committed and productive students Maeroff issues a call to action for policy makers and parents alike The Practice of Evaluation Ryan P. Kilmer,James R.

Cook,2020-09-18 The Practice of Evaluation Partnership Approaches for Community Change provides foundational content on evaluation concepts approaches and methods with an emphasis on the use of evaluation and partnership approaches to effect change Real examples in every chapter illustrate key ideas and concepts in action on topics such as organizational development capacity building program improvement and advocacy Editors Ryan P Kilmer and James R Cook and the chapter authors highlight pragmatic approaches to evaluation that balance the needs of stakeholders in an ethical way to provide useful usable and actionable guidance for program improvement Included with this title The password protected Instructor Resource Site formally known as SAGE Edge offers access to all text specific resources including a test bank and editable chapter specific PowerPoint slides **Solving the Assessment Puzzle Piece by Piece** ,2011 **Migrant children**

Education and HHS need to improve the exchange of participant information : report to congressional requesters. , *The “New” Epidemic- Grading Practices* Andre’ Mathews,2016-03-16 This book is a comprehensive view on

the grading practices and policies in American public schools The content of the book identifies the lack of alignment amongst the Federal State and Local Districts and the need to adopt a unified policy Educational institutions are creating their own versions of grading systems that lack integrity flawed in design hinder many students from graduating and or achieving opportunities to become a more productive citizen after high school completion Section I The structure of the book begins with a systemic view of development by identifying the philosophical and theoretical aspects involved in the grading system Section II The authors work then transitions to the structure of the grading system addressing the mathematical

aspects of calculating a student's grade point average to the teacher's validity of grades. Section III This section identifies the parent's role and need to understand the grade itself and its effect on the student's overall outcome and class ranking. Section IV The book ends with a strong analysis of the system, parental rights, examples of educational disasters, and schools' quest for new grading systems. All in all, this book takes a journey throughout the entire educational system, identifying a need for change on all levels as it relates to the grading system. The overall message emphasizes the parent's need to be cognizant of the importance of being involved and properly motivating, mentoring, monitoring, modeling, and managing their child's educational career. All stakeholders should walk away with a sense of ownership to the problem and an understanding that the time for change is now. The ethnic margin is widening, and too many students are graduating unmarketable. A grade is more than a number; it's a quality of life.

The Use of Data in School Counseling Trish Hatch, 2013-11-13 Reach ALL students and prove how critical your counseling program is. Data can make the difference for today's embattled school counseling programs, and this insightful book shows how to collect and manage it. Aligned with current research and the ASCA standards, this essential resource includes a complete set of user-friendly tools and templates for data collection, action planning, and reporting. Readers will learn how to develop a robust counseling curriculum that supports the Common Core Standards and dropout prevention. Replace random acts of guidance with intentional, well-timed interventions that are based on student needs. Measure progress through pre and post assessments. Deliver compelling reports that demonstrate your program's impact.

Survival Skills for the Principals John Blaydes, 2004-01-22 A great book designed to lighten the load of school administrators, filled with practical, easy-to-implement strategies, shortcuts, time savers, and sample forms and letters. A valuable reference guide for effective school leadership. Fran Madison Cohee, NAESP, California State Representative, Principal, White Oak Elementary, CA. If you are looking for insight, rejuvenation, and thoughtful practical strategies for success in your role as a school leader, look no further. John Blaydes helps us remember why we became educators, why we want to continue, and why inspirational leadership is essential to schools. Jane Foley, Vice President, National Educator Awards, Milken Family Foundation, Santa Monica, CA. Clearly, Blaydes planned well, as he linked the themes from one chapter to the next. It will no doubt be a valued tool for school administrators. Daniel P. Gaffney, Principal, Howard R. Yocum Elementary School, NJ. Discover the new 3 Rs of school leadership: resiliency, renewal, and reflection. Today's principals face unique challenges, demands of time, knowledge, and organization that take their toll on even the most flexible leader. This compilation of resources offers practical, ready-to-use solutions to the issues and dilemmas principals face every day. You can tap into these valuable resources for years to come as a long-term support that will enable you to use your time and energy more effectively, reduce personal stress, spark new ideas and programs, and enhance your effectiveness as an inspirational school leader. Inside, you'll find highly practical strategies for strengthening your school's instructional program, tips, ideas, and techniques for creating a climate of excellence in your school, ways to lighten up, laugh more, and bring humor to your

school community Proven strategies used by award winning principals to maintain balance in their lives Methods for managing the impact of stress on your performance and renew your energy for the important work of the principalship Learn to work smarter and discover the time to build a welcoming and purposeful learning environment for yourself your staff and ultimately your students

Designing Professional Development in Literacy Catherine A. Rosemary, Kathy Roskos, Leslie K. Landreth, 2007-02-12 This highly practical guide is grounded in the authors experience setting up and running a successful professional development program to improve K 3 reading instruction The book systematically describes how professional development works how sessions are organized what they contain routines and procedures and the roles of each participant Teacher educators literacy specialists and coaches also get invaluable information on the nuts and bolts of accountability management resource allocation and reporting to multiple audiences Many specific illustrations and examples are included as are sample forms and other planning materials that can be adapted to the needs of particular schools districts or states

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