



# Student Progress Report - Kindergarten

Name:	Student ID:
Teacher:	
School:	Year:

ENGLISH LANGUAGE ARTS	Jan.	May
<b>Reading Development</b>		
Provides key ideas and details from literature and informational text		
Understands the craft and structure of various types of text		
Makes comparisons within and between texts		
Engages in group reading activities		
Demonstrates understanding of concepts of print		
Identifies and names all upper and lower case letters		
Demonstrates understanding of spoken words, rhyming, syllables, sounds		
Applies decoding skills		
Reads common sight words		
Reads appropriate texts		
<b>Speaking and Listening Development</b>		
Demonstrates listening comprehension		
Effectively presents knowledge and ideas orally		
<b>Writing and Language Development</b>		
Draws, dictates, and writes to create different types of text		
Engages in the writing process		
Participates in projects to recall or gather information		
Uses appropriate writing conventions		
Acquires and uses appropriate vocabulary		
<b>ART</b>		
Content knowledge and skills		
Behavior and participation		
<b>MUSIC</b>		
Content knowledge and skills		
Behavior and participation		
<b>PHYSICAL EDUCATION</b>		
Content knowledge and skills		
Behavior and participation		
<b>LIBRARY SKILLS</b>		
Content knowledge and skills		
Behavior and participation		

PERFORMANCE SCALE	
<b>P = Proficient</b>	The student consistently meets and at times exceeds the grade level standards and produces work that demonstrates a thorough understanding of grade level standards.
<b>D = Developing</b>	The student often approaches and at times meets the grade level standards and produces work that demonstrates a partial understanding of grade level standards.
<b>AC = Area of Concern</b>	The student often falls below or far below the grade level standards and produces work that demonstrates a minimal understanding of grade level standards.
<b>Blank</b>	Any field left blank indicates that the skill was not assessed during this semester.

ATTENDANCE: A starred number indicates that absence or tardies have affected grade (*)		
	Jan.	May
Days Absent	#Error	#Error
Days Tardy	#Error	#Error

<b>COMMENTS: January</b>

MATHEMATICS	Jan.	May
<b>Counting and Cardinality</b>		
Knows number names and the count sequence		
Counts to tell the number of objects		
Compares numbers		
<b>Operations and Algebraic Thinking</b>		
Adds numbers		
Subtracts numbers		
<b>Number and Operations in Base Ten</b>		
Works with numbers 11-19 to gain foundations for place value		
<b>Measurement and Data</b>		
Describes and compares attributes		
Classifies objects		
<b>Geometry</b>		
Identifies and describes shapes		
Analyzes, compares, creates, and composes shapes		
<b>Mathematical Practices</b>		
Behaviors that lead to fluency, application and a deep understanding of the standards.		
<b>SCIENCE (Organisms, Properties of Materials, Magnets, Earth Materials, Weather)</b>		
<b>HEALTH (Healthy Behaviors, Communication Skills, Risk Reduction)</b>		
<b>SOCIAL STUDIES (American and World History, Civics, Geography, Economics)</b>		
<b>TECHNOLOGY</b>		
Technology Operations and Concepts		
Effective/Ethical Use of Technology		
<b>BEHAVIORS THAT PROMOTE LEARNING</b>		
Is respectful of rules, property, and others		
Accepts responsibility		
Plays well with others		
Works well with others		
Actively listens and attends to task		
Shows adequate self-control		
Works independently		
Produces quality work		
Completes work as assigned		
Follows directions		

<b>ADAPTED CURRICULUM: The following curricula have been adapted through accommodations and/or modifications:</b>		
Reading Development		Library Skills
Speaking & Listening Develop.		Mathematics
Writing & Language Develop.		Sciences
Art		Health
Music		Social Studies
Physical Education		Technology

<b>COMMENTS: May</b>

PROMOTED to



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**Dual Language - Spanish Proficiency Progress**

<b>DUAL LANGUAGE PERFORMANCE SCALE</b>	
<b>CC = Conceptual Control</b>	Student has an idea of what is expected in the proficiency level but cannot yet put it into practice
<b>PC = Partial Control</b>	Student is able to demonstrate some characteristics of the proficiency level but cannot sustain usage
<b>FC = Full Control</b>	Student is able to independently and consistently demonstrate characteristics of the proficiency level

<b>Spanish Proficiency</b>		
<b>Novice Mid (N2)</b>	<b>Jan.</b>	<b>May</b>
Interpretive Listening		
Interpretive Reading		
Presentational Speaking		
Presentational Writing		
Interpersonal Listening and Speaking		

<b>COMMENTS: January</b>

<b>COMMENTS: May</b>