



# Kindergarten Report Card

2005-2006 School Year

Dover Elementary

2300 Dover Center Road • Westlake, OH 44145

Phone: 440-835-6322 • Fax: 440-899-740

Name: Sample Student

Teacher: Kindergarten Sample

Student Achievement Related to Standards
<b>E = Exemplary;</b> Consistently meets and extends the indicators
<b>P = Proficient;</b> Meets criteria and expectations of the indicators.
<b>Dev = Developing;</b> Develops understanding of the indicators with practice and support
<b>N = Novice;</b> Experiences difficulty and requires consistent practice and support with the indicators. May not be developmentally ready for these indicators.

		Phonemic Awareness, Word Recognition, and Fluency													✓ = names consistently												
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
	Identifies Upper Case																										
	Identifies Lower Case																										
	Identifies Isolated Sounds																										
Getting Ready to Read	<b>Literacy and Communication Skills</b>					<b>1</b>	<b>2</b>	<b>Mathematics</b>													<b>1</b>	<b>2</b>					
	<b>Phonemic Awareness, Word Recognition, &amp; Fluency</b>							<b>Mathematical Processes</b>																			
	Can hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words.									Draws pictures and uses objects to represent mathematical situations.																	
	Can identify and complete rhyming words and patterns.									<b>Numbers, Number Sense &amp; Operations</b>																	
	<b>Reading Process - Concepts of Print and Strategies of Comprehension and Self Monitoring</b>									Uses one to one correspondence when counting objects up to 20.																	
	Hold books right side up, knows that people read pages from front to back and read words from left to right.									Reads numbers 0 through 20.																	
	Can recall information from a story by sequencing pictures and events.									Writes numbers 0 through 20.																	
	<b>Reading Application - Informational, Technical, Persuasive, &amp; Literary Text</b>									Recognizes and says the value of penny, nickel and dime.																	
	Tells the main idea of what has been read aloud.									Combines and separates sets to model addition and subtraction.																	
	Identifies characters and setting in a story.									<b>Measurement</b>																	
	Answers questions about what has been read aloud.									Places objects in order by length, weight, and capacity, and uses words to compare objects such as longer, shorter, heavier, etc.																	
										Measures length and capacity using common, uniform objects as "units."																	
	Beginning to Read	<b>Acquisition of Vocabulary</b>									<b>Geometry &amp; Spatial Sense</b>																
Reads high frequency sight words.									Describes the location of objects and follows directions to place objects using terms such as above, below, beside, inside, outside, in front of, behind or between.																		
									Identifies and sorts objects by shape, size and other characteristics.																		
	<b>Writing Process &amp; Conventions</b>									<b>Patterns, Functions, &amp; Algebra</b>																	
	Writes left to right, top to bottom.									Describes simple patterns of sounds, shapes, motions or numbers.																	
	Prints upper and lower case letters.									Creates simple patterns of sounds, shapes, motions or numbers.																	
	Leaves spaces between words.									Extends simple patterns of sounds, shapes, motions or numbers																	
	Uses transitional spelling									<b>Data Analysis &amp; Probability</b>																	
	<b>Communication: Oral &amp; Visual</b>									Creates and interprets a graph.																	
	Follows simple oral (spoken) instructions.																										
Speaks clearly and understandably.																											

Name: Sample Student

## Interpreting A Kindergarten Report Card

**The skills listed within this report card reflect the skills a kindergartner is expected to acquire by the end of the year. Therefore, the expectations for acceptable levels of progress will vary from the first semester to the second semester. Many, if not most, of the skills will be introduced in the first semester but may not be ready to be assessed until the second semester.**

**If you have questions about your child's report card please contact your child's teacher.**

Science	1	2	Social Studies	1	2
<b>Earth, Space, Life and Physical Sciences</b>			<b>History, People in Societies, Geography and Economics</b>		
Describes day to day weather changes (e.g. today is hot, yesterday we had rain.)			Recites the days of the week.		
			Recites home address		
<b>Science, Technology, Scientific Ways of Knowing</b>			<b>Government, Citizenship, Rights &amp; Responsibilities, Social Studies Skills &amp; Methods</b>		
Uses scientific process to ask questions, conduct investigations, gather, analyze and communicate information.			Identifies symbols of the United States such as the national Flag and the Pledge of Allegiance.		

Learning & Social Behaviors
<p>We believe that learning and social behaviors are an important part of student development. While all children may not demonstrate consistency at all times, we do emphasize continual progress towards demonstrating the behavior on a regular basis.</p> <p>+ Consistently demonstrates                      ✓ Demonstrates with support                      – Needs improvement/ does not meet expectation</p>
Listens attentively.
Follows directions.
Demonstrates self-discipline.
Works independently.
Produces neat and legible work.
Interacts positively with peers & adults (respects the rights & property of others; interacts positively with others; solves conflicts constructively).

Attendance
Absent
Tardy
<b>School attendance is very important to the academic and social development of your child.</b>

Comments



# Kindergarten Report Card

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Phone: 440-835-6322 • Fax: 440-899-740

Name: Student2 Sample

Teacher: Kindergarten Sample

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