

Kingston Hill Academy Kindergarten Report Card



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| Performance Scale |
| 4- Exceeding Grade Level Expectations for this Trimester |
| 3- Meeting Grade Level Expectations for this Trimester |
| 2- Working Toward Grade Level Expectations for this Trimester |
| 1- Below Grade Level Expectations for this Trimester (intervention noted in comments) |
| N/A-Not Assessed this Trimester |

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|--------------------|
| Student Name _____ |
| Teacher _____ |
| Year _____ |

| Mathematics | | | |
|--|-----|-----|-----|
| Numbers and Operations | 1st | 2nd | 3rd |
| Demonstrates number sense for numbers 0 through 20 | | | |
| Adds and subtract numbers from 0 to 10 | | | |
| Understands monetary value of a penny, nickel, and dime | | | |
| Estimates the number of objects up to 20 | | | |
| Geometry and Measurement | 1st | 2nd | 3rd |
| Recognizes, sorts, and classifies basic polygons | | | |
| Describes and compares an object's length, height, weight, capacity, and temperature | | | |
| Understands a clock and calendar as measures of time | | | |
| Describes an object's location and position | | | |
| Functions and Algebra | 1st | 2nd | 3rd |
| Identifies and creates basic patterns | | | |
| Data, Statistics, and Probability | 1st | 2nd | 3rd |
| Represents data through models or tally charts | | | |
| Analyzes data by using more, less, or equal | | | |
| Problem-Solving, Reasoning, and Proof | 1st | 2nd | 3rd |
| Investigates and understands a variety of strategies | | | |
| Determines if a solution is reasonable | | | |
| Uses models to explain thinking | | | |
| Communication, Connections, and Representations | 1st | 2nd | 3rd |
| Explains conclusions, thought processes and strategies | | | |
| Represents mathematical communication through symbols, words, and pictures | | | |
| English Language Arts | | | |
| Phonemic Awareness | 1st | 2nd | 3rd |
| Recognizes and produces rhyming pairs | | | |
| Isolates syllables, onset/rimes, and phonemes | | | |
| Word Identification Skills and Strategies | 1st | 2nd | 3rd |
| Connects letters with sounds | | | |
| Reads high frequency words | | | |
| Recognizes and names lower and upper case letters | | | |
| Vocabulary | 1st | 2nd | 3rd |
| Uses strategies to unlock meanings of words | | | |
| Organizes words by category | | | |
| Identifies synonyms and antonyms | | | |
| Initial Understanding of Text | 1st | 2nd | 3rd |
| Identifies characters and information in a story | | | |
| Makes reasonable predictions | | | |
| Makes basic inferences | | | |
| Tells or draws a picture of what was learned from a story | | | |
| Compares stories/text to personal experience or other text | | | |
| Reading Strategies | 1st | 2nd | 3rd |
| Uses pictures, context, or repetitive language to predict words | | | |
| Identifies simple sentences that make sense | | | |
| Selects reading material based on ability and interests | | | |
| Writing | 1st | 2nd | 3rd |
| Uses pre-writing and drafting | | | |
| Expresses ideas, facts, or details using pictures and letters | | | |
| Uses pictures to create an understandable story line | | | |
| Names or labels objects or pictures | | | |
| Uses phonetic sounds for beginning spelling | | | |

| Oral Communication | 1st | 2nd | 3rd |
|---|-----|-----|-----|
| Participates in group discussions | | | |
| Shares information and experiences appropriately | | | |
| Social Studies | 1st | 2nd | 3rd |
| Civics concepts: Recognizes the importance of rules | | | |
| Government concepts: Has a general knowledge of government | | | |
| History: Demonstrates an understanding of sequence in time | | | |
| Geography: Identifies symbols and directions on a local map | | | |
| Science | 1st | 2nd | 3rd |
| Conducts scientific inquiry using experiments and data | | | |
| Communicates an understanding of scientific concepts | | | |
| Art | 1st | 2nd | 3rd |
| Development of Skills/Knowledge | | | |
| Effort/Participation/Cooperation | | | |
| Music | 1st | 2nd | 3rd |
| Development of Skills/Knowledge | | | |
| Effort/Participation/Cooperation | | | |
| Physical Education/Health | 1st | 2nd | 3rd |
| Development of Skills/Knowledge | | | |
| Effort/Participation/Cooperation | | | |

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| Learner Qualities Scale |
| E- Exemplary |
| C- Consistently |
| U- Usually |
| S- Sometimes |
| R- Rarely |

| Learner Qualities | | | |
|---|-----|-----|-----|
| Work Habits | 1st | 2nd | 3rd |
| Listens attentively/maintains focus | | | |
| Organizes tasks and materials | | | |
| Manages time constructively | | | |
| Works independently | | | |
| Works collaboratively and cooperatively with peers | | | |
| Demonstrates effort to do best work | | | |
| Contributes to classroom discussions | | | |
| Classroom work is neat and organized | | | |
| Completes homework on time | | | |
| Social Responsibilities | 1st | 2nd | 3rd |
| Follows classroom and school rules | | | |
| Demonstrates respect for property, self, and others | | | |
| Demonstrates self-control | | | |
| Resolves conflict appropriately | | | |
| Accepts responsibility for own actions | | | |
| Is kind and polite to others | | | |

| Record of | Trimester | | |
|-------------------|-----------|-----|-----|
| | 1st | 2nd | 3rd |
| Attendance | | | |
| Absent | | | |
| Tardy | | | |
| Dismissed | | | |

Parent Connections:

Research clearly indicates that a parent's involvement in his/her child's education is a key determinant of the child's academic success. On behalf of your child, thank you for:

- Participating in Parent/Teacher Conferences
- Communicating in a timely manner
- Ensuring regular and on-time attendance
- Reading nightly with or to your child
- Reviewing assignments and homework nightly

Comments:

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|---------------------------------|
| 1st Trimester |
| 2nd Trimester |
| 3rd Trimester |

Grade Placement for 2008-09 _____