

Student:
Teacher:

Stu #:
Grade: KN

Standards-Based Report of Student Achievement

Trimester

School: |
Year: |

Academic Achievement Levels				
E/LA = English Language Arts				
4 - Thorough	3 - Proficient	2 - Partial	1 - Minimal	* - Addressed in Student IEP
Effort, Work Habits, and Behavior Expectations				
S - Satisfies Expectations		N - Needs Improvement		N/A - Not Applicable
Marking Terms				
1st Trimester	2nd Trimester		3rd Trimester	
English Language Proficiency				
English Only				

Attendance	1st Trimester	2nd Trimester	3rd Trimester	Total
Days Absent				
Days Tardy				

Kindergarten Standards			
	1st Tri	2nd Tri	3rd Tri

LANGUAGE ARTS:

	E/LA	E/LA	E/LA
READING			
Reading Foundational Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Literature and Informational Text	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WRITING	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LANGUAGE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPEAKING AND LISTENING			
<i>Language Arts Effort</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENGLISH LANGUAGE DEVELOPMENT - (ELL Students Only)			
<i>English Language Development Effort</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MATHEMATICS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Mathematics Effort</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HISTORY/SOCIAL SCIENCE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>History/Social Science Effort</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCIENCE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Science Effort</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Kindergarten Standards			
	1st Tri	2nd Tri	3rd Tri

EFFORT

<i>Physical Education Participation</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Physical Education Behavior</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Digital Literacy</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Visual and Performing Arts</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORK HABITS & BEHAVIOR EXPECTATIONS

The student is responsible for his/her own learning	E/LA	E/LA	E/LA
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Listens and follows directions
- Makes productive use of class time
- Works independently and asks for help when needed
- Exhibits self-control

The student understands that it is essential for people to work together	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- Respects students, adults, and property
- Follows school and classroom rules
- Participates collaboratively

The student demonstrates critical thinking and problem solving strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- Explains answers and adjusts thinking as needed
- Solves problems in various ways

The student recognizes and produces quality performance and quality products	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- Completes work, including homework, neatly, correctly, and on time

The student communicates effectively	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- Expresses thoughts, feelings, and ideas clearly
- Listens attentively to others

The student uses a variety of resources effectively and ethically	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- Draws upon multiple resources to produce quality products
- Organizes and uses resources responsibly

Kindergarten Standards			
	1st Tri	2nd Tri	3rd Tri

MOTOR SKILLS

[B-Beginning, D-Developing, S-Secure]

<i>Fine Motor Skills [For example, cuts with scissors, grips pencil, draws with detail]</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Gross Motor Skills (For example, skips, jumps, throws ball, bounces ball)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Common Core State Standards-Based Report of Student Achievement

Kindergarten

Trimester 1:
Progress will be reported to parents during a parent conference

Trimester 2 and 3:
Kindergarten students will receive a report card



Academic Achievement Levels Definitions:

- 4** – Thorough understanding and application of standards
- 3** – Proficient understanding and application of standards
- 2** – Partial understanding and application of standards
- 1** – Minimal understanding and application of standards
- N/A** – Standard has not been assessed this trimester
- *** – Addressed in Student’s IEP

Explanation of Graded Areas:

LANGUAGE ARTS:

- Foundational Reading Skills** – Learning to Read
- Print concepts •Phonics •Phonemic Awareness •Word Recognition and Fluency
- Reading Literacy and Informational Text** – Comprehending independently and proficiently
- Key ideas and details •Integration of knowledge and ideas •Craft and structure
 - Range of reading and level of text complexity
- Writing** – Writing with a purpose
- Text types and purposes •Production and distribution of writing •Research to build and present knowledge •Range of writing
- Language** – Using Language in Speaking and Writing
- Conventions of Standard Grammar •Knowledge of language •Vocabulary acquisition and use
- Speaking and Listening** – Communicating
- Comprehension and collaboration •Presentation of knowledge and ideas
- English Language Development** – Reading, Writing, Speaking, and Listening skills in English
- Interacting in meaningful ways •Learning about how English works •Using foundational literacy skills

MATHEMATICS:

- Counting and cardinality •Number and operations in base ten •Number and operations
- Fractions
- Represents math problem •Solves math problems •Extends math problems
- Fractions
- Connects number and measurement •Solves math problems •Represents and interprets data
- Geometric shapes and their attributes •Decomposes and composes shapes •Spatial relations and spatial restructuring

HISTORY/SOCIAL SCIENCE:

- Demonstrates an understanding of social studies content and concepts •Applies critical thinking to extend understanding of content and concepts

SCIENCE:

- Demonstrates an understanding of science content and concepts
- Applies process skills in problem solving to develop and justify explanations

Kindergarten Motor Skills Definitions:

- B** – Beginning to develop skills
- D** – Developing skills
- S** – Secure in skills

MOTOR SKILLS:

- Fine Motor Skills (For example, cuts with scissors, grips pencil, draws with detail)
- Gross Motor Skills (For example, skips, jumps, throws ball, bounces ball)

Effort, Work Habits, and Behavior Expectations Definitions:

- S** – Satisfies expectations
- N** – Needs Improvement

Explanation of Effort Areas:

DIGITAL LITERACY:

- Identifies accurate information and communication technologies •Finds, evaluates, creates, collaborates, and communicates information requiring both cognitive and technical skills

PHYSICAL EDUCATION:

- Participation**
- Regularly participates in moderate to vigorous activity •Builds and applies skill, knowledge, and confidence in physical activity •Puts forth best effort

Behavior

- Demonstrates good sportsmanship, teamwork, and respect •Follows directions
- Uses equipment appropriately and adheres to safety guidelines and class rules

VISUAL AND PERFORMING ARTS:

- Dance, music, theatre and visual arts

WORK HABITS AND BEHAVIOR EXPECTATIONS:

- The student is responsible for his/her own learning
- Listens and follows directions •Makes productive use of class time
 - Works independently and asks for help when needed •Exhibits self-control
- The student understands that it is essential for people to work together
- Respects students, adults, and property •Follows school and classroom rules
 - Participates collaboratively
- The student demonstrates critical thinking and problem solving strategies
- Explains answers and adjusts thinking as needed •Solves problems in different ways
- The student recognizes and produces quality work
- Completes work, including homework, neatly, correctly, and on time
- The student communicates effectively
- Expresses thoughts, feelings, and ideas clearly •Listens attentively to others
- The student uses a variety of resources effectively and ethically
- Draws upon multiple resources to produce quality products •Organizes and uses resources responsibly

Abbreviation	Explanation
ELA	English Language Arts
ELD	English Language Development
ELD Levels	Beg. (Beginning), EI (Early Intermediate), Int. (Intermediate), EA (Early Advanced), Adv. (Advanced)
ELL	English Language Learner
EO	English Only
FLAG	Foreign Language Academy of Glendale
GATE	Gifted and Talented Education
IEP	Individualized Education Plan
IFEP	Initially Fluent English Proficient
IILP	Individual Instructional Learning Plan
P1	Program 1 (receives only ELD grade)
P2	Program 2 (receives ELD grade and ELA grade)
RFEP	Reclassified Fluent English Proficient
RSP	Resource Specialist Program
T1, T2, and T3	Trimester 1, Trimester 2, and Trimester 3
TLA	Target Language Arts (language of instruction in the dual immersion class, other than English)