

Kindergarten Report Card Handbook For Teachers

Math

*Recognizes numerals 0-10:

When shown numerals out of order, the student will name each numeral.

Teacher will show student numerals 0-10 in random order for student to name.

*Counts to 30:

The student will orally count to 30.

Teacher will listen as student orally counts to 30.

*Matches numeral to a set (0-10):

The student will match or write a numeral to a set of objects/pictures.

Teacher will provide a set of objects (counting bears, cubes, Bridges bug cards etc.) and numeral cards for the student to match 0-10.

*Understands concepts of more and less:

The student will identify which of 2 sets has more members. The student will identify which of two 2 sets has less members. Each set will contain no more than 10 members.

Teacher will provide objects (bears, cubes, etc.) and ask student to identify sets of more and less.

*Sorts pictures and objects:

Given a group of pictures and/or objects, the student will place them in like groups such as color, shape, size or texture.

Teacher will provide objects with like attributes (i.e. foam shapes, various sizes/colors of bears, buttons, pattern blocks, Bridges bugs, frogs, sea creatures) and have student sort and verbalize how they are sorted.

*Identify Shapes:

The student will identify circle, square, triangle and rectangle.

Teacher will display shapes (circle, square, triangle and rectangle) for student to name. May use Bridges shape pieces.

*Continues and creates ABC pattern:

The student will create a three-element pattern using manipulatives.

Teacher will use manipulatives and Kindergarten Math Assessment Form A or B MA-KI--07-01 to assess ABC Pattern.

*Recognizes penny, nickel, dime and quarter: **(Formally assess only 3rd and 4th quarter)**

The student will recognize a penny, nickel, dime and quarter using real coins.

Teacher provides real coins (penny, nickel, dime, quarter), ask student to study them, allowing them to look at both sides. Teacher will name coins and student will point to the correct coin.

Example: "Which is the dime?"

Language Arts

Listening and Speaking

*Shows courtesy as a speaker and audience member:

The student will show respect to a speaker by using eye contact, listening attentively without interrupting, waiting his/her turn to speak, and using good manners.

Teacher provides opportunity such as Show-and-Tell, morning circle, guest speakers, class discussion, etc. for the student to practice these skills.

*Follows two-step instructions:

Teacher gives two-step directions in various settings throughout the day to students.

Writing: (Students will progress through the developmental levels at their own pace. Not all students develop at the same rate and not all stages may be observed during the school year. As the year goes on, the student's writing should become more developed and reflect more conventional text.)

*Draws a picture to convey meaning:

The student will draw pictures to communicate an idea.

*Dictates a sentence relating to a picture:

The student will verbalize a complete sentence about a picture.

*Labels pictures:

The student will label items of a picture using approximated written words.

*Writes using letter/sound knowledge:

The student will write using the beginning letter sound.

*Uses some writing conventions: (directionality, capitalization, punctuation, and spacing)

Phonemic Awareness

*Claps syllables of 2- and 3-syllable words:

The student will clap the beats/syllables of 2- and 3-syllable words.

Teacher will provide at least two examples, preferably using the student's name in one example: Teacher may say, "Table. Clap and count the beats/syllables in the word ta-ble." If the child's name is David, the teacher may say "Da-vid. Clap and count the beats/syllables in the word Da-vid." Begin saying the words and asking the student to clap and count the beats/syllables, one word at a time.

Recommended list: popcorn; hamburger; wagon; rooster; elephant and class names may be used. Five out of six correct to mark "yes."

*Orally blends 3 phonemes to make a word: **(Formally assess only 4th quarter)**

When given the sounds /c/ /a/ /t/, the student will be able to blend them into the word cat.

The teacher will say, "Now I will say three sounds. You will put the sounds together and tell me what the word is. Let's do one together, (pause between sounds) /m//a//t/

What's the word?" Use CVC words from Treasures. . Five out of six correct to mark "yes."

*Hears rhyming words: **(Formally assess 4th quarter)**

When given 2 words, the student will be able to state if they do or do not rhyme.

The teacher will give a pair of words, orally. Explain that if the two words have the same vowel and ending sounds, the student should say, "Yes." Teacher gives an example: box (pause) fox. Do those words rhyme? Yes or No?"

Five out of six correct to mark “yes.”

Recommended list: cat/hat; frog/dog; hose/horse; book/look; fish/fan; key/tree

Emergent Reader

The teacher may also assess these during book walks and guided reading practice.

*Understands basic concepts of print:

The student will find the front and back of a book, develops directionality (works left to right, top to bottom), and makes return sweep to next line.

*Knows difference between words and letters:

The student will be able to count the amount of words on a page.

*Demonstrates 1 to 1 correspondence:

The student will point to each word while reading.

*Sequences a set of 3 pictures:

The teacher will show three picture cards to be sequenced by the students. Examples in Treasures Practice Book pages 82 and 162.

*Uses picture cues to help tell the story and to help decode unknown words. *(Formally assess only 3rd and 4th quarter)*

The student will use the reading strategy of pictures in a story to help read unknown words.

The following skills are assessed using a rubric.

Teacher may use letter and picture cards from Treasures Resource Book to assess. Please see rubric sheets in Kindergarten Handbook.

*Recognizes uppercase letters:

The student will name uppercase letters out of sequence.

*Recognizes lowercase letters:

The student will name lowercase letters out of sequence.

*Understands consonant letter/sound associations:

The student will name the correct sound of the consonants.

*Reads high frequency words from district list: **(Formally assess only 3rd and 4th quarter)**

The student will demonstrate knowledge by reading words from a list.

The teacher will show words from the Treasures Sight Word List for the student to read.

*Decodes simple words in a passage: **(Formally assess only 4th quarter)**

The child will read a passage by decoding the simple (CVC) words.

The teacher will provide the passage to be read in the Kindergarten Handbook.

End of Year Reading Rubric

4-Advanced (DRA level 4 and above)

3-Proficient (DRA level 3)

2-Basic (DRA level 2)

1-Below Basic (DRA levels A,B, 1)

Teachers will use DRA kits provided in each building. For district purposes, the highest DRA level given to a student is DRA level 4. Teachers may fill out the End of Year Guided Reading Report that is in the online assessment booklet for building purposes.

Life Skills

*Communicates own needs:

The student will verbally communicate his/her needs appropriately.

*Identify nine colors:

The student will identify and name the nine colors: red, blue, yellow, green, orange, purple, and brown, black, white

*Recognizes first and last name:

The student will find his/her name from among other names.

*Prints first and last name:

The student will print his/her first and last name using upper and lowercase letters appropriately.

*States phone number:

The student will state his/her parent/guardian contact number.

*States address:

The student will state his/her physical home address.

*Demonstrates fine motor skills: (**Formally assess only 3rd and 4th quarter**)

The student will use appropriate skills when completing kindergarten projects. (Cut, paste, color, and pencil control).

*Demonstrates gross motor: (**Formally assess only 3rd and 4th quarter**)

Hop—The student will hop on one foot in place 5 times. Repeat with other foot.

Jump—The student will jump on both feet in place 5 times.

Gallop—The student will gallop left foot lead and right foot lead.

Bounce ball—The student will drop the ball and catch it using 2 hands (no trapping against the body) 3 out of 5 times. The child will bounce the ball to another person, catch it, and bounce it back 3 out of 5 times.

Student Responsibility/Behavior

*Respects adults, peers, and school property

*Shares and plays cooperatively with other children

*Strives for quality work

*Uses self-regulation

*Follows classroom rules and routines

*Uses time productively

*Behavior is controlled independently

*Behavior is controlled with teacher help

*Behavior frequently disrupts learning

*Absences/Tardies affect student progress