



# Kindergarten Standards-Based Report Card

## Status Report Quarter X

School Year \_\_\_\_\_

Quarter 1 \_\_\_\_\_ to \_\_\_\_\_

Quarter 2 \_\_\_\_\_ to \_\_\_\_\_

Quarter 3 \_\_\_\_\_ to \_\_\_\_\_

Quarter 4 \_\_\_\_\_ to \_\_\_\_\_

School Name \_\_\_\_\_

Street Address \_\_\_\_\_

City, State \_\_\_\_\_

Zip Code \_\_\_\_\_

Principal: \_\_\_\_\_

Phone: \_\_\_\_\_

**STATE OF HAWAII**  
Department of Education

Student Name: \_\_\_\_\_

Student ID#: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Teacher: \_\_\_\_\_

Attendance	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Year to Date
Absent					
Late					
Days Present					

### Purpose of Report

This report is designed to inform you about the student's progress towards achieving the Hawaii Content and Performance Standards and/or the Common Core State Standards. The Standards establish high and challenging expectations for all students; describe what students should know, be able to do, and care about; and serve as the basis for curriculum, instruction, and assessment in Hawaii's public schools. The curriculum for each content area is based on the standards relevant to the area. This report, however, cannot communicate everything you might possibly want to know about your child's current progress. This report should be considered with other information you receive from the school such as your child's homework, the open house, conferences, and descriptions of the content taught in your child's grade level. Communication between the family and school staff is highly encouraged. If you have any questions or concerns, please contact your child's teacher or counselor. You may also complete the parent/legal guardian comment section and return it to the teacher.

**General Learner Outcomes (GLOs): The six General Learner Outcomes are the essential goals of standards-based learning for students in all grade levels.**

**GLO Ratings: 4 = Consistently    3 = Usually    2 = Sometimes    1 = Rarely**

General Learner Outcomes (GLOs)	Q1	Q2	Q3	Q4
<b>GLO 1: SELF-DIRECTED LEARNER</b> <i>The ability to be responsible for one's own learning</i> - Works independently and asks for help when needed - Organizes workplace and materials - Makes productive use of class time - Sets goals				
<b>GLO 2: COMMUNITY CONTRIBUTOR</b> <i>The understanding that it is essential for human beings to work together</i> - Participates cooperatively and appropriately with others to achieve shared goals - Shows respect and recognizes the feelings of others - Follows school and classroom rules - Makes good choices				
<b>GLO 3: COMPLEX THINKER</b> <i>The ability to demonstrate critical thinking and problem-solving strategies</i> - Uses prior knowledge and experiences to solve problems - Explains answers and makes adjustments - Solves problems in different ways				
<b>GLO 4: QUALITY PRODUCER</b> <i>The ability to recognize and produce quality performance and quality products</i> - Strives to complete work neatly and correctly - Sets and strives toward learning goals				
<b>GLO 5: EFFECTIVE COMMUNICATOR</b> <i>The ability to communicate effectively</i> - Speaks effectively in front of a group - Listens attentively to gain understanding - Follows directions - Contributes effectively through speaking, drawing and writing				
<b>GLO 6: EFFECTIVE AND ETHICAL USER OF TECHNOLOGY</b> <i>The ability to use a variety of technologies effectively and ethically</i> - Uses school materials/tools properly (e.g., books, computers, TV, DVD, crayons, pencils, scissors, glue, etc.) - Uses various technology to find information - Uses various technology to create new products - Explains how technology is used every day - Uses technology in a responsible manner				



<b>Status Report Scale</b>	<b>Proficiency Level Descriptors</b>
MP = Meets with Proficiency	Demonstrates acceptable achievement of the targeted benchmarks/standards.
DP = Developing Proficiency	Is approaching acceptable achievement of the targeted benchmarks/standards.
NY = Not Yet	Requires more time and experiences; and shows limited achievement of the targeted benchmarks/standards.
/= Not Applicable at This Time	Has not been graded at this time. A grade will be given by the end of the year.
SC = See Teacher Comments	

**MATHEMATICS**

<b>COUNTING AND CARDINALITY</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>YR</b>
Count to 100 by ones and by tens					
Count forward beginning from a given number within the known sequence (instead of having to begin at 1)					
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20					
Understand the relationship between numbers and quantities, including the following: when counting a set of objects, the last word in the counting sequence names the quantity for that set and that each successive number name refers to a quantity that is one larger					
Given a number from 1-20, count out that many objects. Use counting to answer questions such as, "How many objects are there?"					
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group					
Compare two numbers between 1 and 10 when presented as written numerals					
<b>OPERATIONS AND ALGEBRAIC THINKING</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>YR</b>
Represent addition and subtraction in a variety of ways (e.g., concrete objects, actions, images, equations, etc.)					
Solve addition and subtraction word problems and add and subtract within 10 (use objects or drawings to represent the problem)					
Decompose (i.e., "break apart") numbers less than or equal to 10 into pairs in more than one way and record each pair using a drawing or equation					
Find the number that "makes 10" when added to a given number and record the answer with a drawing or equation					
Fluently add and subtract within 1-5					
<b>NUMBER AND OPERATIONS IN BASE TEN</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>YR</b>
Show and understand that numbers from 11 to 19 represent a group of ten ones and 1, 2, 3, 4 ... or 9 ones					
<b>MEASUREMENT AND DATA</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>YR</b>
Describe measurable attributes of objects (e.g., length or weight)					
Directly compare two objects to decide which object has more or less of a common attribute (e.g., the lengths of 2 pencils) and describe the difference					
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count					
<b>GEOMETRY</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>YR</b>
Describe objects in the environment using names of shapes and describe the positions of these objects using terms such as above, below, beside, in front of, behind, and next to					
Correctly name shapes regardless of their orientations or size					
Identify shapes as two-dimensional ("flat") or three-dimensional ("solid")					
Analyze and compare two- and three-dimensional shapes and describe their similarities and differences					
Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes					
Combine simple shapes to form larger shapes					

**OTHER SUBJECTS**

	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>YR</b>
<b>Science</b>					
<b>Social Studies</b>					
<b>Visual Arts</b>					
<b>Performance</b>					
<b>Health</b>					
<b>Physical Education</b>					
<b>World Languages</b>					
<b>Career and Technical Education</b>					

Teacher Comments Quarter 1

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Comments Quarter 2

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Comments Quarter 3

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Comments Quarter 4

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Assigned to Grade \_\_\_ Next Year

Student Comments Quarter X

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Legal Guardian Comments Quarter X

Parent/Legal Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Student/Parent/Legal Guardian (Return this signed sheet to School)

Note: To be filed in the student's Cumulative Folder