STATE OF HAWAII

Kindergarten Standards-Based Report Card

Status Report Quarter X

School Year		
Quarter 1	to	
Quarter 2	to	
Quarter 3	to	

School Name Street Address City, State Zip Code

Principal:	
Phone: _	

Department of Education	
Student Name:	

Quarter 4

Student ID#:		Grade Level:	Teacher:	
	• • •			

____ to ____

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
GLO 1: SELF-DIRECTED LEARNER				
The ability to be responsible for one's own learning				
- Works independently and asks for help when needed - Organizes workplace and materials - Makes productive use of class time - Sets goals				
GLO 2: COMMUNITY CONTRIBUTOR				
The understanding that it is essential for human beings to work together - 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				
GLO 3: COMPLEX THINKER				
The ability to demonstrate critical thinking and problem-solving strategies - Uses prior knowledge and experiences to solve problems - Explains answers and makes adjustments - Solves problems in different ways				
GLO 4: QUALITY PRODUCER				
The ability to recognize and produce quality performance and quality products - Strives to complete work neatly and correctly - Sets and strives toward learning goals				
GLO 5: EFFECTIVE COMMUNICATOR				
The ability to communicate effectively - Speaks effectively in front of a group - Listens attentively to gain understanding - Follows directions - Contributes effectively through speaking, drawing and writing				
GLO 6: EFFECTIVE AND ETHICAL USER OF TECHNOLOGY				
The ability to use a variety of technologies effectively and ethically - 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				

Kindergarten Standards-Based Report Card for School Name:

Student ID#: School Year:

Status Report Scale	Proficiency Level Descriptors
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	

LANGUAGE ARTS					
READING	Q1	Q2	Q3	Q4	YR
With prompting and support, ask and answer questions about key details in a text					
With prompting and support, retell familiar stories including key details					
With prompting and support, identify characters, setting, and major events					
With prompting and support, ask and answer questions about unknown words.					
Identify common types of text and the parts of a book					
With prompting and support, name and define the roles of a text's author and illustrator					
With prompting and support, describe the relationship between the illustrations and the text					
With prompting and support, identify the reasons an author gives to support points in a text					
With prompting and support, compare and contrast texts on the same topic and characters in familiar stories					
Actively engage in group reading activities with purpose and understanding					
Recognize that spoken words correspond to printed words and are read from left to right and top to bottom and are separated by spaces in print					
Recognize and name upper case letters: 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					
Recognize and name lower case letters:					
Demonstrate understanding of spoken words, syllables, and sounds (phonemes)					
Decode grade level words and read high frequency words by sight					
Associate sounds with letters taught:					
Read emergent-reader texts with purpose and understanding					
WRITING	Q1	Q2	Q3	Q4	YR
Use a combination of drawing, dictating, and writing to create opinion pieces, informative/explanatory texts, and narratives					
With guidance and support from adults, add details to strengthen writing in response to questions and suggestions from peers					
With guidance and support from adults, explore digital tools such as the Internet to produce and publish writing					
Participate in group research and writing projects					
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question					
SPEAKING AND LISTENING	Q1	Q2	Q3	Q4	YR
Participate in small and large group conversations about kindergarten topics and texts with peers and adults					
Confirm understanding of texts read aloud or information presented orally or through other media by asking and answering questions					
Ask and answer questions in order to seek help, get information, or clarify something that is not understood					
Describe familiar people, places, things, and events and with prompting and support, provide additional details	1				
Add drawings or other visual displays to descriptions to provide additional details			1		
Add drawings or other visual displays to descriptions to provide additional detail Speak audibly and express thoughts, feelings, and ideas clearly					
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MATHEMATICS					
COUNTING AND CARDINALITY	Q1	Q2	Q3	Q4	YR
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					
OPERATIONS AND ALGEBRAIC THINKING	Q1	Q2	Q3	Q4	YR
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					
NUMBER AND OPERATIONS IN BASE TEN	Q1	Q2	Q3	Q4	YR
Show and understand that numbers from 11 to 19 represent a group of ten ones and 1, 2, 3, 4 or 9 ones					
MEASUREMENT AND DATA	Q1	Q2	Q3	Q4	YR
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					
GEOMETRY	Q1	Q2	Q3	Q4	YR
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	04			0.1	\\D
Onlaws	Q1	Q2	Q3	Q4	YR
Science Social Studies					
Visual Arts					
Performance					
Health					
Physical Education					
World Languages					
Consequent Technical Education					†

Career and Technical Education

Kindergarten Standards-Based Report Card for School Name:

Student ID#: School Year:

Teacher Comments Quarter 1		
Teacher Signature	Date	
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Teacher Comments Quarter 2		
4		
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l eacher Signature	Date	
Teacher Comments Quarter 3		
reaction comments quarter 5		
Teacher Signature	Date	
reacher Signature	Date	
Teacher Comments Quarter 4		
reacher Comments Quarter 4		
Teacher Signature	Date _	

Assigned to Grade Next Year

Kindergarten Standards-Based Report Card for Student ID#: **School Name:** School Year: Student Comments Quarter X Student Signature _____ Date ____ Parent/Legal Guardian Comments Quarter X

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

Parent/Legal Guardian Signature

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

Date ____