

# CENTERVILLE ELEMENTARY SCHOOL

## Kindergarten Report Card

Student :

Date:

HR:

Grade:

Parent/Guardian:

| TERM  | 1 | 2 | 3 |
|---|---|---|---|
| <b>ENGLISH/LANGUAGE ARTS</b>  |   |   |   |
| <b>READING Essential Knowledge Outcome:</b> Students learn and use skills and strategies needed to comprehend literary and informational text.  |   |   |   |
| <b>LITERATURE (L) / INFORMATIONAL TEXT (I)</b>  |   |   |   |
| Asks and answer questions about key details in a text (L,I)   |   |   |   |
| Retells familiar stories, including key details (L)   |   |   |   |
| Identifies main topic and retells key details of text (I)   |   |   |   |
| Identifies and compares characters, settings and events within a story and between two stories (L)  |   |   |   |
| Asks and answers questions about unknown words in a text (L, I)   |   |   |   |
| Recognizes and responds to common types of texts (e.g., storybooks, poems) (L)  |   |   |   |
| Names the author and illustrator of a story and defines their role (L, I)   |   |   |   |
| Describes the relationship between illustrations and the text (L, I)  |   |   |   |
| Describes connections within a text and between two texts (I)   |   |   |   |
| <b>FOUNDATIONAL SKILLS Essential Knowledge Outcome:</b> Students are fluent readers.  |   |   |   |
| Identifies the parts of a book and the basic features of print  |   |   |   |
| Names upper case letters  |   |   |   |
| Names lower case letters  |   |   |   |
| Recognizes and produces Rhymes  |   |   |   |
| Demonstrates understanding of spoken words, syllables, and sounds (phonemes)  |   |   |   |
| Knows and applies phonics in decoding words   |   |   |   |
| Reads common high frequency words   |   |   |   |
| Reads emergent reader texts   |   |   |   |
| <b>WRITTEN LANGUAGE Essential Knowledge Outcome:</b> Students produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose and audience. Students are proficient in penmanship.  |   |   |   |
| Formulates an opinion about topic or book   |   |   |   |
| Writes about a topic in informational/explanatory text  |   |   |   |
| Sequences events with reaction  |   |   |   |
| Composes poetry   |   |   |   |
| Edits writing   |   |   |   |
| Explores a variety of digital tools to produce and publish writing  |   |   |   |
| Prints upper and lower case letters   |   |   |   |
| Participates in shared research and writing projects  |   |   |   |
| <b>SPEAKING AND LISTENING Essential Knowledge Outcome:</b> Students acquire listening skills to comprehend and to use information to express ideas clearly and persuasively in a variety of formats. Students use oral communication skills to discuss knowledgeably, question thoughtfully, and present rationally convincingly. |   |   |   |
| Participate in collaborative conversations with peers and adults  |   |   |   |
| Understands a text read aloud by asking and answering questions about key details   |   |   |   |
| Asks and answers questions in order to seek help or clarify   |   |   |   |
| Describes familiar people, places, things and events with detail and appropriate visual displays  |   |   |   |
| Speaks audibly and expresses ideas clearly  |   |   |   |
| <b>LANGUAGE AND VOCABULARY Essential Knowledge Outcome:</b> Students use standard English grammar and conventions of language when speaking and writing.  |   |   |   |
| Demonstrates command of English grammar when writing or speaking  |   |   |   |
| Demonstrates conventions of standard English (e.g., spelling, punctuation, and capitalization)  |   |   |   |

| TERM   | 1 | 2 | 3 |
|--|---|---|---|
| <b>Mathematics</b>   |   |   |   |
| <b>COUNTING AND CARDINALITY Essential Knowledge Outcome:</b> Students understand and explain what numbers mean, how they may be represented, and what relationships exist among them to accurately perform computations.                               |   |   |   |
| Counts to 100 by tens and ones   |   |   |   |
| Counts forward beginning at a given number   |   |   |   |
| Writes the numbers 0-20  |   |   |   |
| Counts to tell the number of objects in a group  |   |   |   |
| Compares numbers   |   |   |   |
| <b>OPERATIONS AND ALGEBRAIC THINKING Essential Knowledge Outcome:</b> Students possess and understanding of addition and subtraction through modeling and manipulation of objective and apply these skills to solve problems.                          |   |   |   |
| Represents addition with objects   |   |   |   |
| Represents subtraction with objects  |   |   |   |
| Solves addition facts and word problems up to 10   |   |   |   |
| Solves subtraction facts and word problems up to 10  |   |   |   |
| Decomposes numbers to 10   |   |   |   |
| Finds the missing addend to make 10  |   |   |   |
| Fluently adds and subtracts to 5   |   |   |   |
| <b>NUMBER AND OPERATIONS IN BASE TEN Essential Knowledge Outcome:</b> Students will understand and explain what numbers mean, how they may be represented, and what relationships exist among them to accurately and efficiently perform computations. |   |   |   |
| Works with numbers 11-19 to develop an understanding of place value  |   |   |   |
| <b>MEASUREMENT AND DATA Essential Knowledge Outcome:</b> Students understand how to collect, represent, analyze, and interpret data gathered using a variety of tools.   |   |   |   |
| Describes and compares measureable attributes (e.g., describes one child as taller/shorter)  |   |   |   |
| Classifies objects and counts the number in each category  |   |   |   |
| <b>GEOMETRY Essential Knowledge Outcome:</b> Students understand, explain, and apply the properties and relationships among and between geometric figures to appreciate the importance of geometry in our world.                                       |   |   |   |
| Identifies the position of an object in space (above, below, next to, behind, etc.)  |   |   |   |
| Names, identifies and describes shapes   |   |   |   |
| Analyzes, compares, creates and composes shapes  |   |   |   |

## Assessment Rubric for ELA, Math, Science and History/Social Science

- 4 Applying standard at complex levels/Advanced:** The student is meeting the grade level standard presented in this trimester. The student applies key concepts, processes, and skills required of the standard at a complex level.
  - 3 Meeting Standard/Proficient:** The student is meeting the grade level standard presented in the current trimester. The student grasps and applies the key concepts, processes, and skills required of the standard.
  - 2 Making progress toward standard/Needs Improvement:** The student is making progress toward the grade level standard presented in the current trimester. The student is beginning to grasp and apply the key concepts, processes and skills required of the standard.
  - 1 Making minimal progress toward standard/Warning:** The student is making minimal progress toward the grade level standard presented in this current trimester. The student is having difficulty grasping key concepts, processes and skills required of the standard.
- X Not assessed this trimester .**

| Additional Subject Areas  |   |   |   |
|---|---|---|---|
| Science   | 1 | 2 | 3 |
| Exploration with the five senses                                |   |   |   |
| New England Seasons and the Sun                                 |   |   |   |
| Animals: frogs and tadpoles                                     |   |   |   |
| History and Social Science                                      | 1 | 2 | 3 |
| Holidays and Families   |   |   |   |
| American Symbol   |   |   |   |
| Community   |   |   |   |
| Development   |   |   |   |
| Interpersonal Skills  | 1 | 2 | 3 |
| Follows classroom and school rules                              |   |   |   |
| Accepts differences among peers                                 |   |   |   |
| Respects the property of others                                 |   |   |   |
| Uses language respectfully                                      |   |   |   |
| Demonstrates empathy  |   |   |   |
| Shares feelings appropriately                                   |   |   |   |
| Plays effectively and includes everyone                         |   |   |   |
| Able to accept changes in routine                               |   |   |   |
| Demonstrates self control                                       |   |   |   |
| Accepts responsibility for own behavior                         |   |   |   |
| Respects and responds appropriately to peers and adults         |   |   |   |
| 21 <sup>st</sup> Century Skills/Technology                      | 1 | 2 | 3 |
| Accesses materials and resources independently                  |   |   |   |
| Takes initiative  |   |   |   |
| Stays on task   |   |   |   |
| Follows directions  |   |   |   |
| Works collaboratively with peers                                |   |   |   |
| Completes class work in a reasonable amount of time             |   |   |   |
| Completes and returns homework on time                          |   |   |   |
| Applies attentive listening                                     |   |   |   |
| Participates and cooperates in a group                          |   |   |   |
| Connects personally and invests effort in the learning process  |   |   |   |
| Accesses computer programs and websites selected by the teacher |   |   |   |
| Uses equipment safely and independently                         |   |   |   |

#### Assessment Rubric for Development

- C** Consistently meets grade level expectations  
**S** Sometimes meets grade level expectations  
**R** Rarely meets grade level expectations  
**X** Not evaluated during this trimester

#### Assessment Rubric for Specialist Subjects

- O** Outstanding effort and participation  
**S** Satisfactory effort and participation  
**N** Needs improvement in effort and participation  
**X** Not evaluated during this trimester

| Specialist Subjects                  |         |        |       |           |
|--------------------------------------|---------|--------|-------|-----------|
| Specialist Subjects Areas            | 1       | 2      | 3     |           |
| Art                                  |         |        |       |           |
| Conduct-Art                          |         |        |       |           |
| Music                                |         |        |       |           |
| Conduct-Music                        |         |        |       |           |
| Physical Education                   |         |        |       |           |
| Conduct-Physical Education           |         |        |       |           |
| Health/Second Step Education         |         |        |       |           |
| Conduct-Health/Second Step Education |         |        |       |           |
| Term 1 Comments                      |         |        |       |           |
| Term 2 Comments                      |         |        |       |           |
| Term 3 Comments                      |         |        |       |           |
|                                      | Present | Absent | Tardy | Dismissed |
| 1st                                  | 45      | 0      | 0     | 0         |
| 2nd                                  | 42      | 3      | 0     | 0         |
| 3rd                                  | 45      | 0      | 0     | 0         |
| YTD                                  | 132     | 3      | 0     | 0         |