

Attendance Summary:

T1		T2		T3		Total	
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy

Academic Performance Level for Kindergarten Standards					
Name	No Grade/Not Assessed Yet	Not Yet	Approaching Benchmark	Meets Benchmark	Exceeds Benchmark
Score	NG	1	2	3	4

*Comments: NG - Progress is not reported at this time.

Level 1 - A "1" indicates the student is at the earliest stage of learning for a particular benchmark. Because a Level 3 is the end-of-year expectation, students are likely to be at a Level 1 or 2 throughout the year as they continue to grow as learners.

Level 2 - A "2" indicates that the student's performance varies in consistency in regard to accuracy, quality, and level of support. Because a Level 3 is an end-of-year expectation, students are likely to be at a Level 1 or 2 throughout the year as they continue to grow as learners.

Level 3 - A "3" indicates the student has proficient understanding of the benchmark. This is the goal for each student by the end of the school year.

Level 4 - A "4" indicates the student has advanced understanding of the skill. Typically, a student that has achieved a Level 4 will demonstrate a deeper understanding of the benchmark.

KINDERGARTEN PROGRESS REPORT			
	Term		
	F	W	S
ENGLISH LANGUAGE ARTS			
READING: FOUNDATIONAL SKILLS			
I can read emergent-reader texts with purpose and understanding.			
I can demonstrate an understanding of the organization and basic features of print.			
I can demonstrate an understanding of spoken words, syllables, and sounds (phonemes).			
READING: LITERATURE			
I can, with prompting and support, consistently ask and answer questions about a story.			
I can, with prompting and support, consistently retell familiar stories by identifying characters, settings, and major events in sequential order.			
READING: INFORMATIONAL TEXT			
I can, with prompting, consistently recall key details, answer questions about, and ask questions about an informational text.			
I can, with prompting and support, consistently identify the main topic and the key details of an informational text.			
WRITING			
I can use appropriate capitalization, punctuation, and spelling when writing.			
I can use a combination of drawing, dictating, and writing to compose informational texts and narrative texts.			
SPEAKING, VIEWING, LISTENING AND MEDIA LITERACY			
I can participate in conversations with peers and adults in small and large groups using appropriate grammar.			
I can speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.			

KINDERGARTEN PROGRESS REPORT			
	Term		
	F	W	S
LIBRARY & MEDIA			
DIGITAL CITIZEN			
I can explain how to be safe online.			
EMPOWERED READER			
I can choose books I like.			
INFORMATION SEEKER & KNOWLEDGE CONSTRUCTOR			
I can find an answer to a question by listening to and recalling information.			
CREATIVE COMMUNICATOR & INNOVATIVE DESIGNER			
I can use technology to create, share, and enrich my learning.			

MATHEMATICS			
ALGEBRA			
I can identify, create, complete, and extend simple patterns.			
GEOMETRY AND MEASUREMENT			
I can recognize basic 2-D and 3-D shapes: circles, squares, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders, and spheres.			
I can use words to compare and order 2 or 3 objects using measurable attributes, such as length, size, weight, and position.			
NUMBER AND OPERATION			
I can read, write, and represent whole numbers from 0 to at least 31.			
I can count, with and without objects, forward and backward to at least 20.			
I can compare and order whole numbers, with and without objects, from 0 to 20.			
I can compose and decompose numbers up to 10 with objects and pictures.			
I can use objects and draw pictures to find the sums and differences of numbers between 0 and 10.			

KINDERGARTEN PROGRESS REPORT			
MUSIC			
CREATE: PLAN AND MAKE			
I can express and organize personal musical ideas.			
PERFORM: PRESENT			
I can perform music expressively.			
WORK HABITS			
I can make appropriate choices and follow music room expectations with limited guidance.			

	F	W	S
PHYSICAL EDUCATION			
LOCOMOTOR MOVEMENT			
I can move and propel my body without losing my balance.			
STATIONARY KICK			
I can kick a ball that is sitting still and demonstrate two of the five critical elements of kicking.			
UNDERHAND THROW/ROLL			
I can throw/roll underhand with the opposite foot forward.			
ENGAGEMENT AND BEHAVIOR			
I can play appropriately and follow expectations without help from others.			

SCIENCE			
I can independently demonstrate clear knowledge and understanding of the concepts taught.			

SOCIAL AND EMOTIONAL DEVELOPMENT			
SELF MANAGEMENT			
I can demonstrate calming strategies in order to manage emotions, thoughts, impulses, and stress with adult support.			
I can consistently transition before and after activities with occasional adult guidance.			
SELF AWARENESS			
I can recognize and label my emotions and feelings.			
RESPONSIBLE DECISION MAKING			
I can identify and follow shared bus, classroom, and school norms.			
RELATIONSHIP SKILLS			
I can take turns and share with others.			
SOCIAL AWARENESS			
I can show care and understanding for others, my environment, and myself.			

KINDERGARTEN PROGRESS REPORT			
	Term		
	F	W	S
SOCIAL STUDIES			
I can independently demonstrate clear knowledge and understanding of the concepts taught.			

VISUAL ART			
CREATE			
I can independently organize and develop artistic ideas and work.			
CONNECT			
I can independently integrate personal experiences to create art.			
REFLECT			
I can independently reflect on and revise personal artworks.			