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| **Kindergarten Progress Report**  **2017-2018** |  |
| Student: | Teacher: |

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| **March comments:** |

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| Number of absences to date: | Number of latenesses to date: |

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| **June comments:** |

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| Number of absences for the year: | Number of latenesses for the year: |

**Social and Personal Growth**

During kindergarten, students learn that they are part of a larger community.  They learn more about the world around them and how their family, home, and school are a part of it.  They also learn how to better identify and express their feelings, and develop stronger empathy and understanding of others.  Socializing with new classmates, learning to share and play cooperatively, and learning to assert oneself while understanding the importance of rules and authority are all key skills.

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| **R= Rarely S= Sometimes** | **March** | | | |  | **June** | | | |
| **M= Mostly AA= Almost Always** | **R** | **S** | **M** | **AA** |  | **R** | **S** | **M** | **AA** |
| Adjusts to new situations and changes in routines easily |  |  |  |  |  |  |  |  |  |
| Treats adults respectfully and positively |  |  |  |  |  |  |  |  |  |
| Relationships with peers: |  |  |  |  |  |  |  |  |  |
| * Forms appropriate relationships with peers |  |  |  |  |  |  |  |  |  |
| * Demonstrates consideration and caring for others |  |  |  |  |  |  |  |  |  |
| * Uses appropriate words and tone with others |  |  |  |  |  |  |  |  |  |
| * Resolves conflicts constructively |  |  |  |  |  |  |  |  |  |
| * Expresses feelings and opinions appropriately |  |  |  |  |  |  |  |  |  |
| Shares materials |  |  |  |  |  |  |  |  |  |
| Takes turns |  |  |  |  |  |  |  |  |  |
| Takes responsibility for actions |  |  |  |  |  |  |  |  |  |
| Seeks help when needed |  |  |  |  |  |  |  |  |  |
| Transitions well from one activity to another |  |  |  |  |  |  |  |  |  |
| Handles classroom routines independently |  |  |  |  |  |  |  |  |  |
| Knows when to use indoor/outdoor voice |  |  |  |  |  |  |  |  |  |

**Approach to Learning: Work Habits, Work Time, and Content Studies**

Underlying traditional kindergarten activities is a spiraling learning process in which children imagine what they want to do, create a project based on their ideas, play with their creations, share their ideas and creations with others, and reflect on their experiences--all of which leads them to imagine new ideas and new projects.  In doing so, they develop and refine their abilities to think creatively and work collaboratively.  To participate fully in this process, students must develop a positive approach to learning.  Students work on developing this positive approach throughout the school day, as much of kindergarten is spent learning how to learn.  To focus and provide a context for their learning activities, the kindergarten class participates in three content studies, about bulbs, butterflies and moths, and pets.  Learning in all subjects is enriched by its connection to a central topic.

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| Takes responsibility for belongings |  |  |  |  |  |  |  |  |  |
| Treats classroom and school property with care |  |  |  |  |  |  |  |  |  |
| Follows directions |  |  |  |  |  |  |  |  |  |
| Begins work promptly |  |  |  |  |  |  |  |  |  |
| Stays focused and uses work time well. |  |  |  |  |  |  |  |  |  |
| Works productively with partners |  |  |  |  |  |  |  |  |  |
| Willing to persevere with challenging tasks |  |  |  |  |  |  |  |  |  |
| Shares relevant information, questions, and opinions in class discussions |  |  |  |  |  |  |  |  |  |
| Communicates ideas clearly |  |  |  |  |  |  |  |  |  |
| Listens and responds well to others |  |  |  |  |  |  |  |  |  |
| Shows interest in group discussions |  |  |  |  |  |  |  |  |  |
| Records observations |  |  |  |  |  |  |  |  |  |
| Retains and uses knowledge acquired throughout study |  |  |  |  |  |  |  |  |  |

**Reading**

In kindergarten, students begin to learn to read and develop a love of reading by participating in read-alouds and direct instruction.  Students build foundational skills through the development of rhymes, alphabet knowledge, and sight words.  They rotate through literacy centers that offer different activities to help build self-confidence in reading and reinforce the classroom lessons.  Students read and are read to from a variety of genres as they develop comprehension skills.  During the year, each student begins to choose and read books at the appropriate reading level.

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| **B= Below A= Approaches** | **March** | | | |  | **June** | | | |
| **M= Meets E= Exceeds Grade Standards** | **B** | **A** | **M** | **E** |  | **B** | **A** | **M** | **E** |
| Understands print concepts |  |  |  |  |  |  |  |  |  |
| Identifies all upper and lower case letters of the alphabet |  |  |  |  |  |  |  |  |  |
| Hears and identifies all sounds in words |  |  |  |  |  |  |  |  |  |
| Produces the primary sounds for each consonant |  |  |  |  |  |  |  |  |  |
| Produces all short vowel sounds |  |  |  |  |  |  |  |  |  |
| Sounds out simple one-syllable words |  |  |  |  |  |  |  |  |  |
| Reads 50 grade-level high-frequency words that do not follow common spelling rules, by sight. |  |  |  |  |  |  |  |  |  |
| Reads emergent reader texts with understanding |  |  |  |  |  |  |  |  |  |
| Shows understanding of craft and structure of common types of texts |  |  |  |  |  |  |  |  |  |
| With prompting and support, shows understanding of key ideas and details in a text. |  |  |  |  |  |  |  |  |  |
| Actively engages in group reading activities |  |  |  |  |  |  |  |  |  |
| Responds to literature by making connections to own experiences and world |  |  |  |  |  |  |  |  |  |

**Writing**

During kindergarten, students work on a variety of opinion, informative and explanatory texts, as well as personal narratives.  During writing workshop, they are exposed to models of writing, and are then given the time to write independently and the opportunity to share their work with their classmates.  Students write how-to pieces, all about books, narratives about events and poetry.  Much of their writing takes place in the context of content studies and is shared with their families.

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| Using a combination of drawing, dictating and writing, composes a variety of texts |  |  |  |  |  |  |  |  |  |
| With guidance and support, researches to build and present knowledge |  |  |  |  |  |  |  |  |  |
| With guidance and support, responds to comments and suggestions and revises |  |  |  |  |  |  |  |  |  |

**Word Study (Spelling, Grammar, and Vocabulary)**

Our word study program develops and teaches independence and confidence in writing and speaking.  Kindergartners begin by learning how to form the upper-case letters of the alphabet and how to begin and end sentences.  During the course of the year, students also learn how to write lower-case letters and numbers.  Through exposure to print by reading and through conversation, they expand their vocabulary and knowledge of conventions of standard English.

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| Prints many upper-case letters |  |  |  |  |  |  |  |  |  |
| Prints many lower-case letters |  |  |  |  |  |  |  |  |  |
| Uses appropriate pencil grip |  |  |  |  |  |  |  |  |  |
| Spells unfamiliar words using letter sound knowledge |  |  |  |  |  |  |  |  |  |
| Recognizes sentence end punctuation |  |  |  |  |  |  |  |  |  |
| Capitalizes the first word in a sentence and the pronoun “I” |  |  |  |  |  |  |  |  |  |
| With guidance and support, acquires and uses new vocabulary |  |  |  |  |  |  |  |  |  |

**Math**

In kindergarten, the primary emphasis is on representing and comparing whole numbers, and the secondary emphasis is on describing shapes and space.  Students use numbers, including written numerals, to represent quantities and solve problems, such as counting the number of objects in a set, comparing sets, counting the number of objects in combined sets, and counting the number of objects that remain in a set after some are taken away.  Students describe their physical world using geometric ideas and vocabulary.  They identify and describe basic two- and three-dimensional shapes presented in different sizes and orientations.  Students explore mathematical ideas through a variety of games and hands-on tools, including pattern blocks, tiles, counters, and dice.  Throughout the year, they work independently and with partners to solve problems, practice counting and number operations, and explain their thinking.

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| Knows number names and the counting sequence to 100 |  |  |  |  |  |  |  |  |  |
| Writes numbers from 0-20 |  |  |  |  |  |  |  |  |  |
| Counts to tell the numbers of objects |  |  |  |  |  |  |  |  |  |
| Compares numbers |  |  |  |  |  |  |  |  |  |
| Understands addition as putting together and adding to |  |  |  |  |  |  |  |  |  |
| Understands subtraction as taking apart and taking from |  |  |  |  |  |  |  |  |  |
| Makes and remakes numbers from 11-19 into ten ones and additional ones |  |  |  |  |  |  |  |  |  |
| Describes and compares measurable features of objects |  |  |  |  |  |  |  |  |  |
| Sorts objects and counts the number of objects in each category |  |  |  |  |  |  |  |  |  |
| Identifies and describes shapes |  |  |  |  |  |  |  |  |  |
| Analyzes, compares, creates and composes shapes |  |  |  |  |  |  |  |  |  |
| When prompted, explains mathematical thinking |  |  |  |  |  |  |  |  |  |