

SJUSD KINDERGARTEN PROGRESS REPORT Form A

Student _____	ID # _____
School _____	Birth date _____
Teacher _____	Year 2002-2003

*All Students: Form A / English Learners: Forms A & B
 English Learners in SEI: Form B for Languages Arts and Form A for all other classes
 English Learners in Bilingual Program: Form B for ELD and Form A for all other classes*

Success for All <input type="checkbox"/>	FALL	WINTER	SPRING
READING STANDARDS English / Spanish			
Concepts About Print	/13	/13	/13
Letter Names (26/28)	/54	/54	/54
Letter Sounds	/26	/26	/26
Fluency (26)	/26	/26	/26
Phonemic Awareness	/36	/36	/36
Word Recognition (reads High Frequency Words)			/25
Reading Level (90% accuracy)	Lv	Lv	Lv
Sort objects or pictures using general & specific language			
WRITING STANDARDS English / Spanish			
Writes by moving from left to right and top to bottom			
Writes letters of the alphabet independently			
Prints legibly with proper form and spacing			
Writes first name correctly			
Writes about experiences using standard or temporary spelling			
Effort (Rubric - N I S E)			
Performance Based Assessment			
LISTENING AND SPEAKING STANDARDS E/S			
Speaks clearly and in complete sentences			
Understands and follows one- and two-step oral directions			
Recites poems, rhymes, and songs			
Shares a personal experience with the group			
Effort (Rubric - N I S E)			

Teacher's Comments for Fall	At Risk for Retention	
	Parent attended Conference	
Parent Signature _____	Date _____	

K	<i>Skills not assessed are left blank</i>	1 Below grade level standard	2 Approaching grade level standard	3 At grade level standard	4 Exceeds grade level standard	+ Consistently at grade level
	E EFFORT & BEHAVIOR RUBRIC	N Needs Improvement	I Improving	S Satisfactory	E Excellent	√ Inconsistently at grade level x Rarely at grade level

If subject is marked with *, student is receiving modified curriculum per SST, 504 Plan or IEP

	FALL	WINTER	SPRING
MATHEMATICS STANDARDS English/Spanish			
Number Sense			
Counts by rote to 30	/30	/30	/30
Recognizes numbers to 30			
Orders numbers to 30			
Counts with one-to-one correspondence to 30			
Demonstrates understanding of more than, less than, and equal to			
Uses objects to solve addition & subtraction (numbers <10)			
Identifies pennies, nickels, dimes			
Algebra Functions			
Identifies, describes and extends simple patterns			
Identifies, sorts and classifies objects by attributes			
Measurement			
Compares length, volume and weight of objects			
Names days of week and months of the year			
Tells time to the nearest hour			
Geometry			
Identifies and describes circle, triangle, square, rectangle, cube, sphere, and cone			
Statistics, Data Analysis, and Probability			
Collects data & records results using objects or pictures			
Poses simple questions about data			
Mathematical Reasoning and Communication			
Uses pictures, numbers and models to solve problems			
Makes simple predictions			
Explains thinking using mathematical language			
Effort (Rubric - N I S E)			
Performance Based Assessment			
HISTORY/SOCIAL SCIENCE STANDARDS E/S			
Uses maps and globes			
Shows understanding of community			
Effort (Rubric - N I S E)			

Teacher's Comments for Winter	Possible Retention	
Parent Signature _____	Date _____	

PROGRAMS, SERVICES & ATTENDANCE (√)	FALL	WINTER	SPRING
English Learner (if checked see Form B)			
Bilingual			
Structured English Immersion (SEI)			
Migrant Education			
Speech / Language			
Title I			
Special Education RSP / SDC			
No. Attendance Days in Grading Period			
Number of Days Tardy			
Number of Days Absent			
Absences / Tardies affect learning (Y=Yes)			

SCIENCE STANDARDS English/Spanish	FALL	WINTER	SPRING
Understands and applies the concepts of physical, life, earth, and space science			
Thinks scientifically			
Conducts scientific investigations			
Understands & uses scientific tools & technologies			
Communicates scientific information and processes			
Understands how developments in science and technology affect society and the environment			
Effort (Rubric - N I S E)			
TECHNOLOGY STANDARDS			
Knows and uses basic computer skills			
Effort (Rubric - N I S E)			

OTHER SUBJECTS (N I S E)	FALL	WINTER	SPRING
Music, Visual, and Performing Arts			
Health			
Physical Education			
Gross Motor Skills			
Fine Motor Skills			

EFFORT AND BEHAVIOR (N I S E)	FALL	WINTER	SPRING
Follows classroom rules			
Follows playground rules			
Works, shares, and plays cooperatively			
Uses time appropriately			
Works independently			
Respects rights and property of others			
Completes class work on time			
Completes homework on time			
Follows oral and written directions			

Teacher's Comments for Spring	Retained	
	Promoted to Grade	
Teacher Signature _____	Date _____	



READING STANDARDS

Concepts About Print - Students understand that words go from left to right, top to bottom on the page, words carry a message, and are made up of separate words. They name and know the purpose of basic punctuation marks. (Benchmarks: Fall - 7; Winter - 10; Spring - 13)

Letter Names - Students know all upper and lower case letter names. (Benchmarks: Fall - 30; Winter - 54; Spring - 54)

Letter Sounds - Students know all short vowel and hard consonant letter sounds. (Benchmarks: Fall-10; Winter-26; Spring-26)

Fluency-Students say letter sounds in 1 min. (Winter/Spring)

Phonemic Awareness - Students learn that spoken words are made up of individual sounds. (Benchmarks: Fall - 12; Winter - 24; Spring - 36)

Decoding and Word Recognition - Students read high frequency sight words. (Benchmark: HFW - 22 out of 25)

Reading Level - Students read with 90% accuracy (Benchmark: Instructional Reading Level - Winter- level 2, Spring - level 4, SFA: Spring - ROOTS Story 1, 8 Week Assessment).

Vocabulary and Concept Development - Students identify and sort objects or pictures and describe them using general and specific language.

Reading Comprehension - Students understand the basic ideas in stories heard or read; retell familiar stories; make reasonable predictions about new stories based on illustrations and context; and identify title, author and illustrator.

Literary Response and Analysis - Students know the difference between real and make-believe stories. (Fall) They can identify the characters, setting, and important events in familiar stories. (Winter and Spring)

WRITING STANDARDS

Organization, Focus, Spelling - Students write their own ideas using phonetically spelled words (Fall), simple three-letter short vowel words, and write simple sentences. (Winter/Spring) Students use letter sound knowledge to spell words.

Penmanship - Students write uppercase & lowercase letters of the alphabet independently, attending to form and proper spacing of letters.

Writing Applications Students use simple sentences to describe a picture or experience.

LISTENING AND SPEAKING STANDARDS

Oral/Sentence Structure - Students speak in complete, easily understood sentences. Students show command of standard English conventions.

Comprehension - Students can follow two-step oral directions.

Speaking Applications - Students speak clearly while sharing. They recite familiar poems and rhymes and tell about a personal experience in a simple sentence.

MATHEMATICS STANDARDS

Number Sense: Students count by rote, recognize and order numbers to 30. (Benchmark: Fall 10, Winter 20) They demonstrate how to write numerals, display objects to match numerals, and can draw or match pictures to numerals. They compare objects identifying more than, less than, or equal to and use objects to find the answers to addition and subtraction problems with numbers less than 10. They identify pennies, nickels, and dimes.

Algebra and Functions: Students identify, describe and extend simple patterns involving shape, size, or color such as circle, triangle, circle, triangle, red/blue/red/blue. They identify, sort and classify objects by attribute.

Measurement: Students compare the lengths, volumes & weights of two or more objects using direct comparison or a non-standard unit. They can name the days of the week and months of the year, tell time to the hour,

Geometry: Students identify and describe circles, triangles, squares, rectangles, cubes, spheres, and cones.

Statistics: Data Analysis and Probability Students make graphs using objects or pictures, ask questions and collect information.

Mathematical Reasoning and Communication: Students represent numbers with pictures, numbers, or models. They make simple predictions about the outcome of a mathematical situation and write or give an oral explanation using mathematical language.

HISTORY / SOCIAL SCIENCE STANDARDS

Students demonstrate an understanding of being a good citizen. They recognize national and state symbols and icons. Students match simple descriptions of work people do and names of those jobs with examples from school, community, and history. They compare and contrast locations of people, places, and environments and respect the rules by which we live.

SCIENCE STANDARDS

Students learn that animals grow and change over time. They study how animal body parts help them to move, to get food to protect and keep them warm. They investigate the structure of plants, how they grow, and how people use plants. Students learn about Earth's air, land, and water and investigate Earth's soil, rocks, minerals. They see how people use and can care for Earth resources. Students learn about daily and seasonal changes in weather and how it may be predicted. They investigate some physical properties of matter and how matter can be moved. Students develop science process skills such as observing, comparing, grouping, measuring, predicting, experimenting, recording and interpreting observations, and communicating.

PROGRESS REPORTING

These marks are used to indicate a student's grade level proficiency, based on the academic content standards.

GRADE LEVEL PERFORMANCE STANDARDS

1 - Below the grade level standard: The student is not meeting the standards for kindergarten. The student is working below grade level.

2 - Approaching the grade level standard: The student is beginning to, and occasionally does, meet the standards for kindergarten. The student is beginning to grasp and apply key concepts, processes, and skills for kindergarten, but produces work that is still not at grade level.

3 - At the grade level standard: The student regularly demonstrates proficiency in the majority of the standards for kindergarten. The student, with limited errors, grasps and applies key concepts, processes, and skills for kindergarten.

4 - Above the grade level standard: The student often exceeds the standards for kindergarten. The student, with relative ease, grasps, applies, and extends key concepts, processes, and skills beyond the kindergarten level.

EFFORT AND BEHAVIOR STANDARDS

These marks are used to indicate a student's effort

N - Needs Improvement: indicates the student does not meet the behavioral expectations for his/her ability.

I - Improving: indicates the student does not meet the behavioral expectations for his/her ability but recognizes student is trying and showing improvement.

S - Satisfactory: indicates the student regularly meets the behavioral expectations for his/her ability.

E - Excellent: indicates the student consistently meets and regularly exceeds the behavioral expectations for his/her ability.