

# **Kindergarten Progress Report 2017-2018**

Student:	Teacher:
March comments:	
Number of absences to date: Number of latenesses to date:	
June comments:	

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

A note to families: The goals set out in the Reading, Writing, Word Study and Math portions of this report reflect the standards students are expected to meet by the end of the school year in June. While some students may meet or exceed some goals before June, it will be normal for most students not to meet these goals until June. Please feel free to contact your teacher with any questions or concerns you may have about your child's progress. In addition, please note that some

of the goals are not covered in the March report because we have not yet reviewed the underlying subject matter in depth with students.

#### **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.

R= Rarely S= Sometimes		March					J
M= Mostly  AA= Almost Always	R	S	М	AA		R	S
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 tones 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							

	June					
R	S	М	AA			

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### 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.

R= Rarely S= Sometimes		March			
M= Mostly	R	S	M	AA	
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					

	June					
R	S	М	AA			

# 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.

B= Below	A= Approaches	March				
M= Meets	E= Exceeds Grade Standards	В	Α	М	E	ı
Understands	print concepts					
Identifies all alphabet	upper and lower case letters of the					
Hears and ide	entifies all sounds in words					
Produces the	primary sounds for each consonant					
Sounds out si	imple one-syllable words					
	de-level high-frequency words that do mmon spelling rules, by sight.					
Reads emerg	ent reader texts with understanding					
Shows under common type	standing of craft and structure of es of texts					
With prompting and support, shows understanding of key ideas and details in a text.						
Actively enga	ges in group reading activities					
Responds to experiences a	literature by making connections to own and world					

June					
В	Α	М	Ε		

## 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.

B= Below	A= Approaches	March		March			J
M= Meets	E= Exceeds Grade Standards	В	Α	M	E	В	Α
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							

June				
В	Α	M	E	

## 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.

B= Below	A= Approaches	March			
M= Meets	E= Exceeds Grade Standards	В	Α	М	E
Prints many u	ipper-case letters				
Prints many lo	ower-case letters				
Uses appropriate pencil grip					
Spells unfami	liar 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					

	June				
В	Α	M	E		

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#### 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.

June

Α

M

E

B= Below A= Approaches	March					
M= Meets	В	Α	М	E	В	
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						Ī
When prompted, explains mathematical thinking						