



Standards-Based Progress Report Kindergarten - Quarter 1

Student Name:

Student ID:

Teacher:

| Attendance | Q1 | Q2 | Q3 | Q4 | Total |
|-------------|----|----|----|----|-------|
| Days Absent | | | | | |
| Times Tardy | | | | | |

Phone Number: () -
Principal:

| Performance Level Descriptors | |
|--|--|
| 4 Extending the Standard | In addition to meeting the standard, the student shows in-depth understanding and application of the standard. |
| 3 Meeting the Standard | The student shows full and consistent understanding of the standard independently. |
| 2 Approaching the Standard | The student shows partial and/or inconsistent understanding of the standard independently. |
| 1 Developing the Standard | The student shows initial understanding of the standard with support. |
| NT Not taught this quarter | |
| IN Introduced but not assessed this quarter | |

| Mathematics | Q1 | Q2 | Q3 | Q4 |
|---|----|----|----|----|
| Number & Number Sense | | | | |
| Utilizes counting strategies to determine and describe quantities up to 100 | | | | |
| Identifies, represents, and compares quantities up to 30 | | | | |
| Computation and Estimation | | | | |
| Recognizes and describes part/whole relationship for numbers up to 5 | | | | |
| Composes and decomposes numbers less than or equal to 10 in multiple ways | | | | |
| Models and solves single-step problems using addition and subtraction with whole numbers within 10 using concrete objects | | | | |
| Measurement and Geometry | | | | |
| Makes comparisons between two objects or events using the attributes of length, height, weight, volume, and time | | | | |
| Identifies, describes, names, compares, and constructs plane figures | | | | |
| Describes the units of time represented in a calendar | | | | |
| Probability and Statistics | | | | |
| Applies the data cycle with a focus on object graphs and picture graphs | | | | |
| Patterns, Functions, and Algebra | | | | |
| Identifies, describes, extends, and creates simple repeating patterns using representations | | | | |
| Strengths and Goals: | | | | |

| Social-Emotional Learning | Q1 | Q2 | Q3 | Q4 |
|--|----|----|----|----|
| Self-Awareness: Understands one's own emotions, thoughts, and values and how they influence behavior | | | | |
| Self-Management: Manages one's emotions, thoughts, and behaviors effectively in different situations | | | | |
| Social-Awareness: Understands the perspectives of and empathizes with others | | | | |
| Relationships: Establishes and maintains healthy and supportive relationships | | | | |
| Decision-Making: Makes caring and constructive choices about personal behavior and social interactions | | | | |
| Strengths and Goals: | | | | |

| English Language Arts | Q1 | Q2 | Q3 | Q4 |
|---|----|----|----|----|
| Foundations for Reading | | | | |
| Applies knowledge of how print is organized and read | | | | |
| Orally identifies and produces various phonemes (individual sounds) within words to develop phonemic awareness | | | | |
| Applies phonetic principles to read | | | | |
| Applies phonetic principles to spell words | | | | |
| Reading and Vocabulary | | | | |
| Builds vocabulary and word knowledge based on kindergarten content and texts heard | | | | |
| Reading Literary Text and Informational Text | | | | |
| Uses textual evidence to demonstrate comprehension and build knowledge from a variety of literary and informational texts heard | | | | |
| Foundations for Writing and Language Use | | | | |
| Produces and expands complete sentences in shared language activities | | | | |
| Writing and Research | | | | |
| Writes in a variety of forms linked to kindergarten content and texts | | | | |
| Communication and Multimodal Literacies | | | | |
| Develops effective oral communication and collaboration skills | | | | |
| Strengths and Goals: | | | | |

| Science | Q1 | Q2 | Q3 | Q4 |
|---|----|----|----|----|
| Force, Motion and Energy | | | | |
| Investigates and understands that pushes and pulls affect the motion of objects | | | | |
| Matter | | | | |
| Investigates and understands that water is important in our daily lives and has properties | | | | |
| Investigates and understands that the physical properties of an object can be described | | | | |
| Living Systems and Processes | | | | |
| Investigates and understands that senses allow humans to seek, find, take in, and react or respond to different information | | | | |
| Investigates and understands the differences between living organisms and nonliving objects | | | | |
| Investigates and understands that plants and animal have basic needs and life processes | | | | |
| Earth and Space Systems | | | | |
| Investigates and understands there are patterns in nature and that change occurs over time | | | | |
| Investigates and understands that sunlight influences temperature on Earth's surfaces and can cause shadows | | | | |
| Earth Resources | | | | |
| Investigates and understands that humans use resources | | | | |
| Strengths and Goals: | | | | |
| Social Studies | | | | |
| Civics | | | | |
| Demonstrates citizenship and understands how communities express patriotism | | | | |
| History | | | | |
| Makes connections between past and present and begins to recognize change over time | | | | |
| Geography | | | | |
| Uses simple maps and globes to support an understanding of community | | | | |
| Economics | | | | |
| Understands basic economic principles | | | | |
| Strengths and Goals: | | | | |
| Spanish Language Proficiency | | | | |
| Reading for Understanding: Recognizes sounds, letters, characters, numbers, shapes, and words in children's songs, simple rhymes, poems, chants, or books, etc. | | | | |
| Speaking Exchanges: Imitates and rehearses simple greetings and emotional expressions | | | | |
| Writing for an Audience: Identifies and writes names of items related to content lessons and topics | | | | |
| Strengths and Goals: | | | | |

| Art | Q1 | Q2 | Q3 | Q4 |
|---|----|----|----|----|
| Creating: Creates works that convey personal meaning, independently uses tools and materials, and consistently participates and contributes | | | | |
| Presenting: Independently presents a work of art and describes personal reasons for valuing works of art | | | | |
| Responding: Independently describes and communicates meanings and feelings about artwork and recognizes the difference between personal opinion and informed judgment | | | | |
| Connecting: Identifies how history, culture, and visual art influence each other; consistently interacts as an artist | | | | |
| Strengths and Goals: | | | | |

| General Music | Q1 | Q2 | Q3 | Q4 |
|--|----|----|----|----|
| Singing: Develops and demonstrates skills in singing with increasing complexity (to include basic harmony and larger singing ranges) | | | | |
| Movement: Responds to music through movement | | | | |
| Playing Instruments: Accurately performs music using a variety of instruments | | | | |
| Music Literacy and Vocabulary: Accurately uses music terminology and demonstrates music reading and notation skills | | | | |
| Contribution: Demonstrates good citizenship and contributes to success in the music classroom | | | | |
| Strengths and Goals: | | | | |

| Health and Physical Education | Q1 | Q2 | Q3 | Q4 |
|--|----|----|----|----|
| Motor Skill Development | | | | |
| Performs locomotor skills (i.e., walking, running, hopping, galloping, and jumping) | | | | |
| Performs non-locomotor skills (i.e., bending, pushing, turning, balancing, and rolling) | | | | |
| Performs directional movements (i.e., moving forward, sideways, low, high, and traveling in curving and zigzag pathways) | | | | |
| Performs manipulative skills (i.e., eye-hand coordination skills, striking with short/long implements, and foot-eye coordination skills) | | | | |
| Performs motor skills related to rhythm (i.e. jumping rope, moving to a beat and rhythmic patterns in personal and general space) | | | | |
| Health and Physical Education Concepts | | | | |
| Demonstrates an understanding of concepts and principles to be healthy and physically active | | | | |
| Healthy Decision Making and Wellness Promotion | | | | |
| Demonstrates appropriate health and wellness practices and behaviors to promote a safe and healthy environment for oneself and others | | | | |
| Strengths and Goals: | | | | |