

NOBLESVILLE SCHOOLS

Kindergarten Progress Report

Student Name: _____

School Year: _____

Teacher: _____

Principal: _____

KEY FOR ACADEMIC STANDARDS

Items left blank are not assessed during the assessment period.

1	Student cannot complete the task independently. Student shows little understanding of the concept or skill.
2	Student shows some understanding. Errors or misunderstandings still occur. Reminders, hints, and suggestions are needed for understanding.
3	Student consistently applies the skill or concept correctly.

LITERACY STANDARDS

Q1	Q2	Q3	Q4	Grading Period
Standard 1: READING- Letters, Sounds, Words, & Concepts of Print				
				I read left-to-right with my finger touching the text.
				I know the difference between letters, words, and sentences.
				I recognize and produce rhyming words.
				I read familiar sight words.
				I hear and say beginning sounds in words.
				I hear and say ending sounds in words.
				I blend sounds to make words.
				I hear and say changes in words.
				I read new words by using beginning & ending sounds.
Standards 2 & 3: READING-Comprehending and Responding				
				I use picture clues to help me understand stories and information.
				I can retell a story.
				I predict what might happen next in a story.
				I read simple pattern books.
				I identify the characters and setting of a story.
Standard 7: LISTENING & SPEAKING-Listening & Speaking Skills				
				I share information and ideas, speaking in complete, coherent sentences.
				I recite short poems, rhymes, and songs.
				I understand and follow one- and two-step spoken directions.

READING LEVEL - GOAL FOR KINDERGARTEN

Your child's instructional reading level should be at or above Level "C" by the end of Kindergarten.

	Q1	Q2	Q3	Q4
Your child is currently being instructed at level...				

When choosing books for your child to read independently, select books that are one to two reading levels below your child's instructional level.

LITERACY STANDARD 1 – READING

Identify Upper and Lowercase Letters and Letter Sounds

	Knows all	Aa	Bb	Cc	Dd	Ee	Ff
Names Upper case							
Names lower case							
Matches sound to letter							
Gg Hh Ii Jj Kk Ll Mm							
Names Upper case							
Names lower case							
Matches sound to letter							
Nn Oo Pp Qq Rr Ss Tt							
Names Upper case							
Names lower case							
Matches sound to letter							
Uu Vv Ww Xx Yy Zz							
Names Upper case							
Names lower case							
Matches sound to letter							

KEY FOR LETTER PROFICIENCY

--	Student cannot consistently identify letters, match sounds to letters, or identify numbers independently.
X	Student consistently identifies letters, match sounds to letters, and identifies numbers independently.

DEVELOPMENTAL LEVELS OF SPELLING

	Q1	Q2	Q3	Q4	
Your child spells most consistently on level:					
Example	random letters	mtr	mostr	monstur	monster

*Goal for Kindergarten by the end of the school year is Level 3.

LITERACY STANDARDS 4 & 5 WRITING PROCESS & APPLICATIONS Adapted from Dr. Susan Page

	Q1	Q2	Q3	Q4
Your child writes most consistently on level:				
Level 1 – Draws a picture to match experience, talks about it, dictates ideas for teacher to write				
Level 2 – Level 1 and attempts print, including first name				
Level 3 – Draws a picture to match experience, attempts print, may not match sounds, may retrieve words from word wall, includes details, expresses complete thoughts, ideas are mostly about topic				
Level 4 – Draws a picture & writes words for specific reason, retrieves words from word wall and spells words as they sound, may be able to read back what has been written, stays on topic				
*LEVEL 5 (Goal for Kindergarten) – Writes or journals with specific audience or specific purpose in mind, writes one or more sentences, writing is conventional enough to read most or all of it, able to read back what has been written, attempts periods/capitals, stays on topic				

MATH STANDARDS

Q1	Q2	Q3	Q4	Grading Period
Standard 1: NUMBER SENSE				
				I match sets of objects one-to-one.
				I count orally to:
				I represent and order a number of objects.
				I record and organize information.
Standard 2: COMPUTATION				
				I model addition by joining sets of ten or fewer objects.
				I model subtraction by removing sets of ten or fewer objects.
Standards 3, 4, & 5: MATH CONCEPTS				
				I sort objects by attributes (shape, color, or size).
				I identify simple patterns.
				I copy simple patterns.
				I create simple patterns.
				I identify geometric shapes. (square, circle, rectangle, triangle, cube)
				I compare sets.(length, capacity, weight, and temperature).
				I name the days of the week.
				I understand concepts of time. (morning, afternoon, evening, today, yesterday, tomorrow, month, year)
Standard 6: PROBLEM SOLVING				
				I use manipulatives or pictures to model a problem.
				I know when to add or subtract.

MATH STANDARD 1 – NUMBER SENSE												
	Knows All	0	1	2	3	4	5	6	7	8	9	10
Names												
Numbers												

MATH STANDARD 1 – NUMBER SENSE											
	Knows All	11	12	13	14	15	16	17	18	19	20
Names											
Numbers											

KEY FOR NUMBER PROFICIENCY	
--	Student cannot consistently identify letters, match sounds to letters, or identify numbers independently.
X	Student consistently identifies letters, match sounds to letters, and identifies numbers independently.

HOME SKILLS				
Recommended activities to practice at home.				
Q1	Q2	Q3	Q4	Grading Period
				I recite my full name.
				I recite my address. (house/apt #, street, city, state)
				I recite my phone number.
				I recite my birthday. (month, date)
				I cut accurately with scissors.
				I print my name using upper and lowercase letters correctly.

CITIZENSHIP AND WORK HABITS				
Q1	Q2	Q3	Q4	Grading Period
				I listen attentively.
				I talk at appropriate times.
				I show interest & enthusiasm for learning.
				I think & solve my own problems.
				I follow directions.
				I stay on task and complete my work.
				I am organized and clean up.
				My work reflects my personal best effort.
				I participate and cooperate within a group.
				I show respect to students and adults.
				I display self-control.
				I follow rules & routines.
				I am responsible for taking school materials home and returning them on time.

CITIZENSHIP AND WORK HABITS		
1	2	3
Needs Improvement	Developing	Acts Consistently

COMMENTS
Quarter 1
Quarter 2
Quarter 3
Quarter 4

ATTENDANCE						
	Q1	Q2	S1	Q3	Q4	S2
Absences						
Times Tardy						

END OF YEAR RECOMMENDATION	
Promoted to Grade 1	
Placed in Grade 1	
Retained in Kindergarten	

