

# RESCUE UNION SCHOOL DISTRICT

## REPORT TO PARENTS - KINDERGARTEN

Student: \_\_\_\_\_ School: \_\_\_\_\_ Year: **2014-2015**  
 Teacher: \_\_\_\_\_ Principal: \_\_\_\_\_ Grade: **K**  
 Perm ID: \_\_\_\_\_  
 BirthDate: \_\_\_\_\_

### Behavior & Participation Rubric

**S** Satisfactory  
**N** Needs Improvement

### EXPLANATION OF MARKS

### Progress Towards Standards

**4** Consistently meets end of year grade level standard  
**3** Making satisfactory progress toward standards  
**2** Making limited progress toward standards  
**1** Working below grade level standards  
**NA** Not yet assessed

Reporting Period	1	2	3
<b>ENGLISH LANGUAGE ARTS</b>			
<b>CONCEPTS ABOUT PRINT</b>			
Understands that print carries meaning, including identifying parts of a book, directionality, word vs. letters, tracking, author, illustrator, title page, front and back cover			
Identifies letters- upper case (goal is 26)			
1st   2nd   3rd			
Identifies letters- lower case (goal is 26)			
1st   2nd   3rd			
<b>PHONEMIC AWARENESS</b>			
Blends sounds into words			
Recognizes and produces rhyming words			
Segments simple words into sounds			
Substitutes individual sounds to make new words			
<b>PHONICS AND WORD RECOGNITION</b>			
Says sounds for consonant letter symbols (goal is 21)			
1st   2nd   3rd			
Says sounds for vowel letter symbols (goal is 10)			
1st   2nd   3rd			
Reads simple one syllable words			
Reads high frequency words by sight (goal is 30)			
1st   2nd   3rd			
<b>COMPREHENSION AND LITERARY RESPONSE AND ANALYSIS</b>			
Listens to and retells stories in order, answers questions about characters, setting and key events with support (2nd trimester fiction / 3rd trimester non-fiction)			
<b>WRITING</b>			
Prints upper case letters independently (goal is 26)			
1st   2nd   3rd			
Prints lower case letters independently (goal is 26)			
1st   2nd   3rd			
Writes a simple sentence with appropriate capitals, punctuation, and spacing			
Uses a combination of drawing, dictating, and writing to communicate ideas and information effectively			
<b>LISTENING AND SPEAKING</b>			
Shares information and ideas; speaks audibly and coherently in complete sentences			

Reporting Period	1	2	3
<b>MATHEMATICS</b>			
<b>COUNTING AND CARDINALITY</b>			
Counts by ones to 100			
1st   2nd   3rd			
Counts by tens to 100			
Counts forward from a number greater than 1			
Recognizes numerals 0-20			
1st   2nd   3rd			
Writes numerals from 0-20			
1st   2nd   3rd			
Counts using 1:1 correspondence up to 20			
1st   2nd   3rd			
Builds and compares two groups of objects up to 10 (identify which group has more/less/equal)			
<b>OPERATIONS AND ALGEBRAIC THINKING</b>			
Understands simple addition word problems up to 10 using objects or pictures			
Understands simple subtraction word problems up to 10 using objects or pictures			
Makes number combinations less than or equal to 10 in more than one way			
Fluently knows addition facts to 5 (automatically)			
Fluently knows subtraction facts to 5 (automatically)			
<b>NUMBER AND OPERATIONS IN BASE TEN</b>			
Makes number combinations from 11-19 into tens and ones (place value)			
<b>MEASUREMENT AND DATA</b>			
Describes and compares measurable attributes (length, height, weight)			
Classifies objects and counts the number of objects in each category			
<b>GEOMETRY</b>			
Identifies 2-D shapes (flat): square, circle, triangle, rectangle, hexagon			
Identifies 3-D shapes: cube, sphere, cone, cylinder			

Student:

Teacher:

Grade: K

	Reporting Period	1	2	3
<b>SCIENCE</b>				
Participation/Effort				
<b>HISTORY / SOCIAL STUDIES</b>				
Participation/Effort				
<b>PHYSICAL EDUCATION</b>				
Demonstrates appropriate large motor skills (i.e., skip, hop, balance, throw, catch, bounce)				
Demonstrates appropriate small motor skills (i.e., cut, paste, color, trace)				
Participation				
<b>LIFE LONG LEARNING SKILLS</b>				
Follows school rules				
Demonstrates respect with adults				
Respectfully works, shares, and cooperates with peers				
Listens and follows directions				
Displays organizational skills				
Works independently and stays on task				
Produces quality work in a timely manner				
Communicates appropriately in class				
<b>LEARNING SUPPORT</b>				
English Language Arts Support				
Mathematics Support				
Modified Curriculum/Grades				
<b>ADDITIONAL COMMENTS</b>				
Absences / tardies affecting performance				
At risk of not meeting grade level standards				
Intervention recommended				
Conference with parent/guardian				
At risk of retention				
Promoted				
Promoted with intervention recommended				
Retained				
CELDT LEVEL: (If applicable)				

ATTENDANCE	1	2	3
Days Enrolled			
Days Absent			
Days Tardy			

**TEACHER COMMENTS**

1st Trimester:

2nd Trimester:

3rd Trimester:

Teacher Signature \_\_\_\_\_