

## Progress Report - Kindergarten



**GATES CHILI SCHOOLS**

*"Together we teach and inspire  
excellence for all learners."*

School Name: \_\_\_\_\_  
 Principal: \_\_\_\_\_  
 School Address: \_\_\_\_\_  
 Phone Number: \_\_\_\_\_

School Year: \_\_\_\_\_  
 Student: \_\_\_\_\_  
 Teacher: \_\_\_\_\_

The following achievement scale is used to describe student progress:  4 – Exceeding Grade Level Standard 3 – Meeting Grade Level Standard 2 – Progressing toward Grade Level Standard 1 – Working below Grade Level Standard ~ - Not marked at this time	The following scale is used to describe student effort:  C- Consistent I – Inconsistent AC – Area of Concern
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<b>English Language Arts</b>	<b>1</b>	<b>2</b>	<b>3</b>
Effort			
<b>Foundational Reading Skills</b>			
Demonstrates understanding of the organization and basic features of print			
Recognizes all uppercase and lowercase letters			
Produces primary letter sounds			
Identifies letter sounds within words			
Recognizes and produces rhymes			
Reads common high-frequency words by sight			
Reads emergent-reader texts with purpose and understanding			
<b>Reading Comprehension (Literacy and Informational Text)</b>			
Asks and answers questions about key ideas and details in a text			
Retells stories with characters, setting, and major events			
Identifies main topic and key details			
Identifies literary and informational texts			
Makes connections between self, text, and the world			
<b>Writing</b>			
Uses a combination of drawing, dictating, oral expression, and/or writing to communicate ideas, opinions, and information effectively			
Participates in shared research and writing projects			
Responds to questions and suggestions to add details to strengthen writing			
Demonstrates command of the conventions (capitalization, punctuation, and spelling) of Standard English grammar and usage when writing or speaking			

<b>Speaking and Listening</b>			
Participates in conversations with peers and adults			
Expresses thoughts, feelings, and ideas clearly			
Follows agreed-upon rules for discussions and participates by actively listening, taking turns, and staying on topic			
Asks and answers questions			

<b>Math</b>	<b>1</b>	<b>2</b>	<b>3</b>
Effort			
<b>Mathematical Practices</b>			
Makes sense of problems and perseveres in solving them			
<b>Counting and Cardinality</b>			
Knows number names and the count sequence up to 100, by ones and tens			
Represents a number of objects with a written numeral 0-20			
Counts to tell the number of objects up to 20			
Compares numbers up to 10			
<b>Operations and Algebraic Thinking</b>			
Adds and subtracts within 5 fluently			
Applies understanding of addition and subtraction to solve word problems within 10			
Understands simple patterns			
Works with numbers 11-19 to gain foundations for place value			
<b>Measurement and Data</b>			
Describes and compares the length or weight of objects			
Classifies objects and counts the number of objects in each category to 10			
<b>Geometry</b>			
Identifies and describes shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)			
Analyzes, compares, and composes shapes			

<b>Social Studies</b>	<b>1</b>	<b>2</b>	<b>3</b>
Effort			
Recognizes how to gather, use, and interpret evidence			
Identifies patterns of the past, present, and future			
Identifies and describes similarities and differences between self, home, and school			
Identifies geographic features			
Identifies a basic economic system			
Identifies the role and civic responsibilities of self and others			

<b>Science</b>	<b>1</b>	<b>2</b>	<b>3</b>
Effort			
Makes and uses observations			
Constructs an evidence-based argument to support a claim			
Plans and conducts investigations			

<b>Spartan Way as demonstrated in the classroom</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Respect:</b> Respects classroom materials, other's rights, feelings and property			
<b>Responsibility:</b> Focuses during instruction and uses strategies to manage emotions and behaviors			
<b>Hard work:</b> Approaches challenges with problem solving strategies, uses time effectively to produce his/her best work			
<b>Compassion:</b> Demonstrates positive interactions with peers and adults			

<b>Art</b>	<b>1</b>	<b>2</b>	<b>3</b>
Creating - Engages in exploration and imaginative play with materials			
Presenting - Understands that artists share their work with others			
Responding & Connecting - Creates art that tells a story about a life experience			
Demonstrates Respect			
Demonstrates Responsibility			
Demonstrates Hard work			
Demonstrates Compassion			

<b>Music</b>	<b>1</b>	<b>2</b>	<b>3</b>
Creating - Composing and improvising through movement, singing, and instrument playing			
Performing - Singing voice, internalizing the steady beat, and dance			
Responding and Connecting - Analyzing through listening, evaluating performances, applying music vocabulary, relating to culture and history			
Demonstrates Respect			
Demonstrates Responsibility			
Demonstrates Hard work			
Demonstrates Compassion			

<b>Physical Education</b>	<b>1</b>	<b>2</b>	<b>3</b>
Manipulative Skills - Kicking, Striking, Catching, Throwing, Ball Handling			
Movement Concepts / Nonmanipulative Skills - Spatial Awareness, Transferring Weight, Balance			
Locomotor Skills – Dancing, Skipping, Hopping, Running, Galloping, Sliding			
Fitness – Cardiovascular Endurance, Flexibility, Muscular Strength, Muscular Endurance, Body Composition			
Application of Rules, Concepts and Strategies			
Demonstrates Respect			
Demonstrates Responsibility			
Demonstrates Hard work			
Demonstrates Compassion			

<b>Comments</b>
Marking Period 1
Marking Period 2
Marking Period 3

<b>Attendance</b>	<b>1</b>	<b>2</b>	<b>3</b>
Days Possible			
Days Absent			
Days Tardy			