

| Student Name: Pupil#: Academic Year: Grade: KG Current Registration Date: | Teacher: Principal: School: Phone: | | | | | | | | | | | | | | | | | | | | |
|---|---|-------------------|---|---|---|---|--------------------|--|--|--|--|---------------------|--|--|--|--|--------------------|--|--|--|--|
| The topics listed in this progress report show what your student should cover in school this year. Not all topics are emphasized every grading period. When the topic is not emphasized, a mark is not given. A mark reflects the student's achievement during the grading period only. It does NOT indicate your child's performance compared to the end-of-year expectations. If a student has the same mark for two grading periods in a row, it means that the student has made 'normal' progress during the grading period. | <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width:15%;">Reporting Period:</th> <th style="width:15%;">1</th> <th style="width:15%;">2</th> <th style="width:15%;">3</th> <th style="width:15%;">4</th> </tr> <tr> <td>Attendance:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Days Absent:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Days Tardy:</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | Reporting Period: | 1 | 2 | 3 | 4 | Attendance: | | | | | Days Absent: | | | | | Days Tardy: | | | | |
| Reporting Period: | 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | |
| Attendance: | | | | | | | | | | | | | | | | | | | | | |
| Days Absent: | | | | | | | | | | | | | | | | | | | | | |
| Days Tardy: | | | | | | | | | | | | | | | | | | | | | |

| Key for Academic Performance | | |
|------------------------------|---------------------|--|
| E | = Exceeds | Demonstrates and applies STRONG grade level skills and concepts |
| M | = Meets | Demonstrates and applies grade level skills and concepts |
| CM | = Close to meeting | Demonstrates and applies MOST grade level skills and concepts |
| N | = Does not yet meet | Demonstrates SOME or MINIMAL grade level skills and concepts |
| NM | = No Mark | Student did not submit enough work to determine a grade for academic performance |

| Key for Effort and Expectations | |
|---------------------------------|---------------------------------------|
| + | = Consistently demonstrates |
| V | = Often demonstrates |
| / | = Sometimes demonstrates |
| -- | = Not yet -- Does not yet demonstrate |
| NE | = No Evidence; no work from student |

| Reading | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| OVERALL ACADEMIC PERFORMANCE | | | | |
| OVERALL EFFORT | | | | |
| Separates, blends and manipulates individual sounds in spoken words | | | | |
| Recognizes and names all uppercase letters in random order | | | | |
| Recognizes and names all lowercase letters in random order | | | | |
| Produces all consonant sounds | | | | |
| Produces all short vowel sounds | | | | |
| Uses letter sound knowledge to read consonant-vowel-consonant words (e.g., sit and map) | | | | |
| Reads kindergarten text accurately | | | | |
| With prompting and support, understands stories that are read aloud (e.g., through retelling, answering and asking questions) | | | | |
| With prompting and support, demonstrates understanding of informational books that are read aloud (e.g., identifying main topic and recalling important facts) | | | | |
| Writing | 1 | 2 | 3 | 4 |
| OVERALL ACADEMIC PERFORMANCE | | | | |
| OVERALL EFFORT | | | | |
| Uses a combination of drawing, speaking and writing to describe an event, give information about a topic, or share an opinion | | | | |
| With help from the teacher, adds details to writing to make it better | | | | |
| Writes using appropriate kindergarten level punctuation and capitalization | | | | |
| Writes using appropriate kindergarten level spelling (e.g., friend spelled as frend, phone spelled fon) | | | | |

| Mathematics | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| OVERALL ACADEMIC PERFORMANCE | | | | |
| OVERALL EFFORT | | | | |
| Standards for Mathematical Practice | | | | |
| Makes sense of problems and perseveres in solving them. (e.g. is willing to try another way to solve mathematical problems) | | | | |
| Reasons abstractly and quantitatively. (e.g. understands that written numbers represent real objects) | | | | |
| Constructs viable arguments and critiques the reasoning of others. (e.g. explains own mathematical thinking and responds to the thinking of others) | | | | |
| Models with mathematics. (e.g. uses pictures, objects, equations, or words to represent mathematical thinking) | | | | |
| Uses appropriate tools strategically. (e.g. chooses the best tool, such as estimation or creating a model, for solving mathematical problems) | | | | |
| Attends to precision. (e.g. uses clear and specific language in mathematical discussions) | | | | |
| Looks for and makes use of structures. (e.g. recognizes that if 2+3=5, then 3+2=5) | | | | |
| Looks for and expresses regularity in repeated reasoning. (e.g. notices patterns in counting such as counting by tens) | | | | |

| Language | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| OVERALL ACADEMIC PERFORMANCE | | | | |
| OVERALL EFFORT | | | | |
| Uses and demonstrates knowledge of vocabulary and phrases acquired through reading, being read to, and speaking | | | | |
| Is able to write and speak using standard English grammar for kindergarten | | | | |
| Speaking & Listening | | | | |
| OVERALL ACADEMIC PERFORMANCE | | | | |
| OVERALL EFFORT | | | | |
| Participates in partner and group conversations about kindergarten level topics | | | | |
| Science | 1 | 2 | 3 | 4 |
| OVERALL EFFORT | | | | |
| Uses process skills in scientific inquiry | | | | |
| Explores simple investigations by asking questions | | | | |
| Measures, observes and collects data | | | | |
| Social Science | 1 | 2 | 3 | 4 |
| OVERALL EFFORT | | | | |
| Understands relationships of people in families | | | | |
| Explores the family traditions of various cultural groups | | | | |
| Technology | 1 | 2 | 3 | 4 |
| OVERALL EFFORT | | | | |
| Demonstrates proficiency in the use of technological tools and devices | | | | |
| Selects and uses technology to enhance learning and problem solving | | | | |
| Physical Education | 1 | 2 | 3 | 4 |
| OVERALL EFFORT | | | | |
| Demonstrates basic skills | | | | |
| Uses movement vocabulary (e.g., gallop, dribble, balance) | | | | |
| Participates in a positive manner (e.g., sportsmanship, teamwork, follows rules) | | | | |
| Health | 1 | 2 | 3 | 4 |
| OVERALL EFFORT | | | | |
| Understands age appropriate health concepts | | | | |
| Applies health concepts | | | | |
| The Arts | 1 | 2 | 3 | 4 |
| OVERALL EFFORT | | | | |
| Music | | | | |
| Participates appropriately and demonstrates consistent effort | | | | |
| Creates and performs music | | | | |
| Reads and follows musical notation | | | | |
| Demonstrates increasing understanding of the basic elements of music | | | | |
| Visual Arts | | | | |
| OVERALL EFFORT | | | | |
| Refines and completes works of art | | | | |
| Creates through appropriate use of tools, techniques, and studio space | | | | |
| Responds and finds meaning when viewing works of art | | | | |
| Dance | | | | |
| Explores & creates lines & pathways through movement | | | | |
| Theatre | | | | |
| Performs characters through role-playing | | | | |

| Mathematics - continued | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| Counting & Cardinality | | | | |
| Counts to 100 by ones and tens | | | | |
| Reads and writes numbers from 0-20 | | | | |
| Counts forward beginning with any number less than 100 | | | | |
| Counts up to 20 objects when asked "how many?" | | | | |
| Compares two numbers between 1-10 (e.g. greater, less) | | | | |
| Operations and Algebraic Thinking | | | | |
| Understands addition as adding to and putting together | | | | |
| Understands subtraction as taking from and taking apart | | | | |
| Fluently add and subtract within 5 | | | | |
| Number and Operations in Base Ten | | | | |
| Works with numbers 11-19 to begin to understand place value (e.g. tens, ones) | | | | |
| Measurement and Data | | | | |
| Describes and compares attributes (e.g. heavier, lighter, more, less, larger, smaller) | | | | |
| Sorts and classifies objects and counts the number of objects in each category | | | | |
| Geometry | | | | |
| Identifies and describes two and three-dimensional shapes | | | | |
| Analyzes, compares, and creates two and three-dimensional shapes | | | | |
| Describes objects in the environment using shape names and position terms (e.g. above, below, beside, behind, next to) | | | | |
| ESL-English Language Development | 1 | 2 | 3 | 4 |
| Listening | | | | |
| OVERALL EFFORT | | | | |
| Making progress towards moving up a language proficiency level | | | | |
| Speaking | | | | |
| OVERALL EFFORT | | | | |
| Making progress towards moving up a language proficiency level | | | | |
| Reading | | | | |
| OVERALL EFFORT | | | | |
| Making progress towards moving up a language proficiency level | | | | |
| Writing | | | | |
| OVERALL EFFORT | | | | |
| Making progress towards moving up a language proficiency level | | | | |

| Characteristics of a Successful Learner | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| WORK HABITS: uses time wisely; stays on task until completed | | | | |
| ATTENTIVE: listens well and follows directions | | | | |
| RESOURCEFUL: solves problems; seeks help appropriately | | | | |
| COOPERATIVE: participates in activities; works and plays cooperatively | | | | |
| RESPONSIBLE: follows classroom rules and routines; accepts responsibility for own behavior; shows respect for people and property | | | | |

| World Languages | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| OVERALL EFFORT | | | | |
| Makes an effort to communicate | | | | |
| Participates in world language activities | | | | |
| World Languages -- Immersion | 1 | 2 | 3 | 4 |
| NOTE: This section applies to students in the immersion program only | | | | |
| OVERALL EFFORT | | | | |
| Listening | | | | |
| Comprehends messages to gain information, engages in conversations, and responds to a variety of verbal and non-verbal cues | | | | |
| Speaking | | | | |
| Requests and conveys information, expresses ideas and accomplishes tasks | | | | |
| Reading | | | | |
| Reads silently and aloud with comprehension for a variety of purposes | | | | |
| Writing | | | | |
| Writes information, messages and ideas for a variety of purposes | | | | |
| Reproduces symbols of language so writing is understood by others | | | | |

Student Name:
Pupil#:

Comments - 1st Reporting Term:

Comments - 2nd Reporting Term:

Comments - 3rd Reporting Term:

Comments - 4th Reporting Term:

School Message: