



## Deane Porter School Kindergarten Report Card

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Per District Policy Regulation 2624, performance levels are used to reflect the pupil's progress towards meeting each Standard. The levels are:

- E - The student is meeting grade level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.
- 3 - The student is consistently meeting grade level expectations, with little or no support. Performance is characterized by thorough understanding of concepts and skills.
- 2 - The student is progressing toward grade level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.
- 1 - At this time, the student is not meeting grade level expectations. Performance is inconsistent with guidance and support.

NA - Not assessed

### **EXECUTIVE FUNCTIONING / WORK HABITS:**

**S – Area of Strength**

**G – Area for Growth**

### **SPECIAL SUBJECT AREAS:**

**O - Outstanding - Exceeds grade level expectations**

**M - Meeting - Meets grade level expectations**

**D - Developing - Developing towards grade level expectations**

**N – Needs Improvement**

**Please note:** Detailed information regarding learning expectations for each report card indicator included below, during each trimester, can be found in the companion *Report Card Rubrics* located under the “Parents” tab on the District website.



Deane Porter School Kindergarten Report Card	T 1	T 2	T 3
<b>ENGLISH LANGUAGE ARTS</b>			
<b>Reading Literature and Informational Text</b>			
Asks and answers questions in a text with support.			
Retells stories using key details with support			
<b>Foundational Skills: Phonics and Sight Word</b>			
Recognizes and produces rhyming words			
Asks and answers questions about details in a text with support			
Produces the primary sound for each consonant			
Reads sight words and high-frequency words			
<b>Language and Writing</b>			
Uses a combination of drawing, dictating, and writing to compose opinion, informative, and narrative pieces			
<b>Conventions of Standard English</b>			
Prints upper and lowercase letters			
Capitalizes the first word in a sentence and the pronoun "I"			
Spells simple words phonetically			
<b>Speaking and Listening</b>			
Expresses thoughts, feelings, and ideas clearly			
Follows classroom rules for discussion			
<b>MATHEMATICS</b>			
<b>Counting and Cardinality</b>			
Writes numbers from 0 to 20			
Counts to identify the number of objects verbally and in writing			



Compares numbers			
Counts by ones and tens to 100			
<b>Operations and Algebraic Thinking</b>			
Understands addition as putting together and adding to and subtraction as taking apart and taking from			
<b>Numbers and Operations</b>			
Composes and de-composes numbers from 11 to 19 into tens and ones			
<b>Measurement and Data</b>			
Describes and compares measurable attributes (shorter, longer, taller, heavier, lighter)			
<b>Geometry</b>			
Identifies and describes shapes: circle, square, rectangle, hexagon, triangle, sphere, cone, cube, and cylinder			
Analyzes (explain) and compares the similarities and differences between 2D and 3D shapes			
<b>PERSONAL/SOCIAL DEVELOPMENT</b>			
Follows directions			
Developing self-control			
Demonstrates respect for self and others			
Participates			
Stays on task			
Works and play cooperatively			
Puts effort into work			
Works independently			
Follows classroom rules and routines			
<b>SCIENCE</b>			
Science and Engineering Practices			



Asks questions, analyzes data, makes observations, and communicates findings/solutions			
Uses a drawing or model to illustrate a concept, represent a relationship, or solve a problem			
<b>Effects of the Sun</b>			
Understands the effect of sunlight on Earth's surface			
<b>Weather</b>			
Describes weather patterns over time and understands the purpose of weather forecasting			
<b>Pushes and Pulls</b>			
Understands the effects of different strengths/directions of pushes/pulls on the motion of an object			
<b>Basic Needs of Living Things</b>			
Understands the needs of plants and animals to survive			
Constructs an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs			
<b>Basic Needs of Humans</b>			
Understands the impact of humans on the land, water, air, and/or other living things in the local environment			
<b>SPECIAL SUBJECT AREAS</b>			
O - Outstanding-Exceeds grade level expectations M-Meeting-Meets grade level expectations P- Progressing-Progressing towards grade level expectations N - Needs Improvement			
Art			
Music			
Physical Education			
Spanish			
STEM			
<b>Personal/Social Development</b>			



S - Area of Strength	G -Area of Growth		
Remains engaged			
Maintains self-control			
Follows classroom rules and routines			
Displays organizational skills			
Completes class work independently			

**TEACHER COMMENTS:**