

School Year: 2012-13



Kindergarten Report Card

Student Name: _____ ID# _____

School: _____ Grade: _____

Purpose of Report:

This report is designed to inform you about your student's progress toward achieving the North Carolina Essential Standards and/or the Common Core State Standards. The Standards establish high and challenging expectations for all students, and describe what students should know and be able to do by the end of the academic year. This report card is a working document which is reflective of your child's progress at the time of issue. The objectives contained within this document are reflective of skills to be mastered by the end of the 2012 - 2013 school year. They serve as the basis for kindergarten curriculum, instruction, and assessment in Charlotte-Mecklenburg Schools. This report cannot communicate everything you might want to know about your child's current progress. This report should be considered with other information you receive from the school concerning your child's academic progress. Regular communication between the family and the school staff is highly encouraged. The comments section indicates grade level performance based upon academic level and accommodations if appropriate. Level 3 is considered proficient. If you have any questions or concerns, please contact your child's teacher or counselor.

This document serves as a PEP for those students at risk for not reaching grade level proficiency by the end of the year. Specific Areas of Need are indicated

QTR 1 Comments:

QTR 2 Comments:

QTR 3 Comments:

QTR 4 Comments:

Attendance	Quarter 1 (to)	Quarter 2 (to)	Quarter 3 (to)	Quarter 4 (to)	Year (to)
Absent					
Tardy					
Days Present					

General Learner Outcomes (GLOs): The six General Learner Outcomes are the essential goals of learning for students.

GLO Ratings: 3 = Consistently 2 = Sometimes 1 = Rarely

General Learner Outcomes (GLOs)	Q1	Q2	Q3	Q4	General Learner Outcomes (GLOs)	Q1	Q2	Q3	Q4
GLO 1: Self Directed Learner					GLO 2: Community Contributor				
<i>The ability to be responsible for one's own learning.</i>					<i>The understanding that it is essential to work together.</i>				
<ul style="list-style-type: none"> Works independently and asks for help when needed Organizes workplace and materials Makes productive use of class time Sets Goals 					<ul style="list-style-type: none"> Participates cooperatively and appropriately with others to achieve shared goals Shows respect and recognizes the feelings of others Follows school and classroom rules 				
GLO 3: Complex Thinker					GLO 4: Quality Producer				
<i>The ability to demonstrate critical thinking and problem-solving strategies</i>					<i>The ability to recognize and produce quality performance and quality products</i>				
<ul style="list-style-type: none"> Uses prior knowledge and experiences to solve problems Explains answers and makes adjustments Solves problems in different ways 					<ul style="list-style-type: none"> Strives to complete work neatly and correctly Sets and strives toward learning goals 				
GLO 5: Effective Communicator					GLO 6: Effective/Ethical User of Technology				
<i>The ability to communicate effectively</i>					<i>The ability to effectively and ethically use a variety of technologies</i>				
<ul style="list-style-type: none"> Speaks effectively in front of a group Listens attentively to gain understanding Follows directions Contributes effectively through speaking, drawing, and writing 					<ul style="list-style-type: none"> Uses school materials/tools properly (e.g. books, TV, DVD, computers, art supplies, pencils, scissors, glue, etc.) Explains how technology is used every day Uses various technologies responsibly to find information and create new products 				

CMS Kindergarten, First, Second Grade Report Card Rubric

4	Expands Grade Level Standards	Indicates the student consistently produces high quality work, applies concepts independently, and is self-motivated.
3	Meets Grade Level Standards	Indicates the student consistently meets grade level standards. The student regularly demonstrates proficiency in the majority of the standards for the current grade level. The student, with limited errors, grasps and applies key concepts, processes and skills for the current grade. An * next to a standard indicates that level 3 is the highest level of proficiency possible.
2	Progressing Toward Grade Level Standards	Indicates the student is approaching and occasionally meets the standards for the current grade level. The student is beginning to grasp and apply key concepts, processes, and skills for the current grade level.
1	Not Meeting Grade Level Standards	Indicates the student has not yet met minimum level standards. The student needs more time, experience, and possible intervention for concepts, processes and skills to develop.
N/A	Not Assessed At This Time	These standards have not been addressed at this time. However, standards will be introduced before the end of the school year.

Reading Standards for Literature					Reading Standards for Informational Text				
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
Key Ideas and Details					Key Ideas and Details				
With prompting and support... ...asks and answers questions about key details in a text. ...retells familiar stories, including key details. ...identifies characters, settings, and major events in a story.					With prompting and support... ...asks and answers questions about key details in a text. ...identifies the main topic and retells key details of a text. ...describes the connection between two individuals, events, ideas, or pieces of information in a text.				
Craft and Structure					Craft and Structure				
<ul style="list-style-type: none"> Asks and answers questions about unknown words in a text. Recognizes common types of texts (e.g., storybooks, poems). With prompting and support, names the author and illustrator of a story and defines the role of each in telling the story. 					<ul style="list-style-type: none"> With prompting and support, asks and answers questions about unknown words in a text. Identifies the front cover, back cover, and title page of a book. Names the author and illustrator of a text and defines the role of each in presenting the ideas or information in a text. 				
Integration of Knowledge and Ideas					Integration of Knowledge and Ideas				
With prompting and support... ...describes the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). ...compares and contrasts the adventures and experiences of characters in familiar stories.					With prompting and support, ...describes the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). ...identifies the reasons an author gives to support points in a text. ...identifies basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).				
Range of Reading and Level of Text Complexity					Range of Reading and Level of Text Complexity				
Actively engages in group reading activities with purpose and understanding.					Actively engages in group reading activities with purpose and understanding.				

Speaking and Listening Standards					Q1	Q2	Q3	Q4
Comprehension and Collaboration								
<ul style="list-style-type: none"> Participates in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continues a conversation through multiple exchanges. Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Asks and answers questions in order to seek help, get information, or clarify something that is not understood. 								
Presentation of Knowledge and Ideas								
<ul style="list-style-type: none"> Describes familiar people, places, things, and events and, with prompting and support, provides additional detail. Adds drawings or other visual displays to descriptions as desired to provide additional detail. Speaks audibly and expresses thoughts, feelings, and ideas clearly. 								

Reading Standards: Foundational Skills					Q1	Q2	Q3	Q4
Print Concepts								
<ul style="list-style-type: none"> Demonstrates understanding of the organization and basic features of print. Follows words from left to right, top to bottom, and page by page. Recognizes that spoken words are represented in written language by specific sequences of letters. Understands that words are separated by spaces in print. Recognizes and names all upper – and lowercase letters of the alphabet. 								
Phonological Awareness								
<ul style="list-style-type: none"> Demonstrates understanding of spoken words, syllables, and sounds (phonemes). Recognizes and produces rhyming words. Counts, pronounces, blends, and segments syllables in spoken words. Blends and segments onsets and rimes of single-syllable spoken words. Isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words. 								
Phonics and Word Recognition								
<ul style="list-style-type: none"> Demonstrates basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant. Associates the long and short sound with the common spelling (graphemes) for the five major vowels. Reads common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguishes between similarly spelled words by identifying the sounds of the letters that differ. 								
Fluency								
<ul style="list-style-type: none"> Reads emergent-reader texts with purpose and understanding. 								

Writing Standards					Q1	Q2	Q3	Q4
Text Types and Purposes								
<p>Uses a combination of drawing, dictating, and writing</p> <p>...to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>...to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>...to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>								
Production and Distribution of Writing								
<p>With guidance and support from adults,</p> <p>... responds to questions and suggestions from peers and adds details to strengthen writing as needed.</p> <p>...explores a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>								
Research to Build and Present Knowledge								
<ul style="list-style-type: none"> Participates in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question. 								

Language Standards	Q1	Q2	Q3	Q4
Conventions of Standard English				
<p>Demonstrates command of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> Prints many upper-and lowercase letters. Uses frequently occurring nouns and verbs. Forms regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). Understands and uses question words (interrogatives) e.g., <i>who, what, where, when, why, how</i>. Uses the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). Produces and expands complete sentences in shared language activities. <p>Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> Capitalizes the first word in a sentence and the pronoun I. Recognizes and names end punctuation. Writes a letter or letters for most consonant and short-vowel sounds (phonemes). Spells simple words phonetically, drawing on knowledge of sound-letter relationships. 				
Vocabulary Acquisition and Use				
<p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>:</p> <ul style="list-style-type: none"> Identifies new meanings for familiar words and applies them accurately (e.g. knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). Uses the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. <p>With guidance and support from adults, explores word relationships and nuances in word meanings:</p> <ul style="list-style-type: none"> Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identifies real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). Distinguishes shades of meaning among verbs describing the same general action (e.g. <i>walk, march, strut, prance</i>) by acting out the meanings. Uses words and phrases acquired through conversations, reading and being read to, and responding to texts. 				

Kindergarten Social Studies				Q1	Q2	Q3	Q4
	History						
<ul style="list-style-type: none"> Explains how people change over time. Explain how seasons change over time. Explains the impact of how life events bring change. 							
	Geography and Environmental Literacy						
<ul style="list-style-type: none"> Uses maps to locate places in the classroom, school and home. Uses globes and maps to locate land and water features. Identifies physical features (mountains, hills, rivers, lakes, roads, etc.) Identifies locations in the classroom using positional words (near/far, left/right, above/etc.). Explains how people adapt to weather conditions. Explains ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.). 							
	Economics and Financial Literacy						
<ul style="list-style-type: none"> Explains how families have needs and wants Explains how jobs help people meet their needs and wants. 							
	Civics and Governance						
<ul style="list-style-type: none"> Exemplifies positive relationships through fair play and friendship. Explains why citizens obey rules in the classroom, school, home and neighborhood. 							
	Culture						
<ul style="list-style-type: none"> Explains similarities in self and others. Explains the elements of culture (how people speak, how people dress, foods they eat, etc.) 							

MATHEMATICS				
Counting and Cardinality	Q1	Q2	Q3	Q4
Knows number names and the count sequence.				
<ul style="list-style-type: none"> Counts to 100 by ones and by tens. Counts forward beginning from a given number within the known sequence Represents a number of objects with a written numeral 0-20. 				
Counts to tell the number of objects				
<ul style="list-style-type: none"> Understands the relationship between numbers and quantities; connects counting to cardinality. <ol style="list-style-type: none"> When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understands that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Understands that each successive number name refers to a quantity that is one larger. Counts to answer —“how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, counts out that many objects. 				
Compares numbers				
<ul style="list-style-type: none"> Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Compares two numbers between 1 and 10 presented as written numerals. 				
Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from				
<ul style="list-style-type: none"> Represents addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), and acting out situations, verbal explanations, expressions, or equations. Solves addition and subtraction word problems, and adds and subtracts within 10, e.g., by using objects or drawings to represent the problem. Decomposes numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and records each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). For any number from 1 to 9, finds the number that makes 10 when added to the given number, e.g., by using objects or drawings, and records the answer with a drawing or equation. Fluently adds and subtracts within 5. 				
Number and Operations in Base Ten	Q1	Q2	Q3	Q4
Works with numbers 11–19 to gain foundations for place value.				
Composes and decomposes numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and records each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understands that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.				

Measurement and Data	Q1	Q2	Q3	Q4
Describes and compares measurable attributes.				
<ul style="list-style-type: none"> Describes measurable attributes of objects, such as length or weight. Describes several measurable attributes of a single object. Directly compares two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describes the difference. <i>For example, directly compares the heights of two children and describes one child as taller/shorter.</i> 				
Classify objects and count the number of objects in each category.				
<ul style="list-style-type: none"> Classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. 				

Geometry	Q1	Q2	Q3	Q4
Identifies and describes shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).				
<ul style="list-style-type: none"> Describes objects in the environment using names of shapes, and describes the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. Correctly names shapes regardless of their orientations or overall size. Identifies shapes as two-dimensional (lying in a plane: “flat”) or three-dimensional “solid”. 				
Analyzes, compares, creates, and composes shapes				
<ul style="list-style-type: none"> Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices “corners”) and other attributes (e.g., having sides of equal length). Models shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. Composes simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?” 				

Kindergarten Science

Physical Science: Forces and Motion; Matter Properties, and Change

- Understands position and motion of objects and organisms observed in the environment.
 - Compare the relative position of various objects observed in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below, and beside.
 - Give examples of different ways objects and organisms move (to include falling to the ground when dropped):
 - Straight, Zigzag, Round and Round, Back and Forth, Fast and Slow
- Understands how objects are described based on physical properties and how they are used.
 - Classifies objects by observable physical properties (including size, color, shape, texture, weight and flexibility)
 - Compares the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc.) from which objects are made and how they are used.

Earth Science: Earth Systems, Structures, and Processes

- Understands change and observable patterns of weather.
 - Infers that change is something that happens to many things in the environment based on observations made using one or more of their senses.
 - Summarizes daily weather conditions noting changes that occur from day to day and throughout the year.
 - Compares weather patterns that occur from season to season.

Life Science: Structure and Functions of Living Organisms

- Compares characteristics of animals and of living and nonliving things.
- Compare different types of the same animal (i.e. different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal.
 - Compare characteristics of living and nonliving things in terms of their:
 - Structure, Growth, Changes, Movement, Basic Needs