

# Kindergarten Report Card 2013/2014

## School Name and Address:

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Key for Performance Levels (The goal is for all students to reach Level 3, Proficient, by the end of the year.)		
4	Exemplary	Student demonstrates an advanced student rating of concepts, skills and processes taught in this reporting period. Exceeds the required performance.
3	Proficient	Student consistently demonstrates an understanding of concepts, skills and processes taught in this reporting period.
2	Developing	Student is not yet consistent in demonstrating an understanding of concepts, skills, and processes taught in this reporting period.
1	Emerging	Student does not demonstrate an understanding of grade level concepts, skills and processes taught in this reporting period. Student is performing significantly below grade level expectations.
NA	Not assessed	Not assessed this reporting period.

### Attendance

English/Language Arts	Current Reading Levels	Reporting Period			
		1	2	3	4
<b>Reading Standards for Informational Text and Literature</b>					
Read and discuss stories, books and poems quietly and alone, key detail and a main					
Identify characters, setting and major events in a story					
Identify main theme and idea of a story. Difference of author and character					
Actively engage in group reading activities with purpose and understanding					
Compare and contrast texts on the same topic					
Make connections between self, text and the world					
<b>Foundational Skills</b>					
Read print from left to right, top to bottom and page to page					
Follow words with one-to-one correspondence (write to print match)					
Recognize and name upper and lower case letters					
Recognize and produce sounding words					
Recognize words from individual sounds and blend sounds into words					
Produce sound for each segment and onset					
Read grade level high frequency words by sight					
Read grade level texts with accuracy, purpose and understanding					
<b>Writing Standards</b>					
Use a combination of drawing, drawing and writing to express an opinion about a topic					
Use a combination of drawing, drawing and writing to share information					
Use a combination of drawing, drawing and writing to tell a story					
Add details to writing from writing					
<b>Speaking and Listening Standards</b>					
Participate in conversations about Kindergarten topics and texts					
Follow a group of peers in an activity or discussion (listening to others, taking turns talking, etc.)					
Describe friends, people, places, things and events					
Speak clearly and express thoughts, feelings and ideas clearly					
<b>Language Standards (Vocabulary and Spoken Language)</b>					
Print many upper and lowercase letters					
Use frequently occurring nouns, verbs and prepositions (in, from, on, out, etc.)					
Use adjectives (big, pretty, old, new, etc.) in speaking and understanding language					
Understand and use question words (who, what, where, when, how and why)					
Copy and use the first word in a sentence and the question					
Recognize and name ending punctuation (., !, ?)					
Write a letter for each segment and onset sound, blend sounds phonetically					
Demonstrate an understanding of words by relating them to their appearance					

# Kindergarten Report Card Common Core

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## Kindergarten Report Card Common Core:

Common Core Mathematics in a PLC at Work®, Grades K-2 Timothy D. Kanold, 2012-04-12 This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics grades K-2 Discover what students should learn and how they should learn it at each grade level Comprehensive research affirmed analysis tools and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency **NAEP ... Writing Report Card**, 1999 *The Nation's Report Card*, 2001

**The School Leader's Guide to Grading** Ken O'Connor, 2012-12-04 Ensure your school's grading procedures are supportive of learning accurate meaningful and consistent Discover how the seven essential Ps can improve your effectiveness in supporting assessment and communicating student achievement You will also learn how to avoid inaccurate grades caused by penalties for lateness or academic dishonesty extra credit group rather than individual work and marking down for attendance **NAEP 1996 Mathematics Report Card for the Nation and the States** Clyde M. Reese, 1997

*The Other Side of the Report Card* Maurice J. Elias, Joseph J. Ferrito, Dominic C. Moceris, 2015-12-14 To better serve the whole child look at the whole report card Although parents and teachers spend more time in conferences talking about behavior than they do about rubrics and test scores too many teachers are still guessing when it comes to using outdated behavior ratings and comments to describe the whole child With this book you'll take report cards to the next level integrating social emotional learning and character development into any grading system Resources include Guided exercises for analyzing existing report cards Suggested report card designs Tips on improving teacher parent communication Case studies Testimonials from teachers and students **NAEP 1998 Reading Report Card for the Nation and the States**, 1999 Presents the results of the 1998 NAEP reading assessment for the nation and for participating states or jurisdictions Results in 1998 are compared to those in 1994 and 1992 *Nation's Report Card*, 2003 **NAEP ... Reading Report Card for the Nation and the States**, 1999 Diversified Teaching Strategies for Early Childhood Classrooms J. Amos Hatch, 2025-07-31 This book aims to broaden the teaching repertoires of pre-service and in-service early childhood teachers so they can better meet the needs of the children they teach Covering 16 early childhood teaching strategies ranging from traditional play-based approaches through direct teaching and technology-assisted instruction to postmodern methods each chapter focuses on a different pedagogical approach explaining what it is why it's important and how it can be implemented in Pre-K-3 classrooms Chapters conclude with detailed examples of how the strategies can be utilized to cover specific instructional objectives drawn from published standards *Diversified Teaching Strategies for Early Childhood Classrooms* is essential reading for undergraduate students studying early childhood education as well as graduate students early childhood teacher educators and any practicing Pre-K-Grade 3 teachers It offers readers a richer set of tools for making good decisions about how to teach real content in ways that are effective and meet the needs of young

children in a complex and rapidly changing world      *Reading Report Card for the Nation and the States, 1998 (NAEP)* Patricia L. Donahue,1999-08 Report by the National Center for Education Statistics on the National Assessment of Educational Progress NAEP the nation s only ongoing survey of what students know and can do in various academic subject areas In 1998 NAEP conducted a national reading assessment of 4th 8th and 12th grade students and a state by state reading assessment of 4th and 8th grade students This report presents the results of the 1998 NAEP reading assessment for the nation and for participating states or jurisdictions Results in 1998 are compared to those in 1994 and 1992 Includes dozens of tables and figures      **NAEP 1996 mathematics report card for the nation and the states : findings from the National Assessment of Educational Progress ,1997**      **Writing Report Card For The Nation And The States, NAEP 1998 ,1999**      NAEP 1998 Writing Report Card for the Nation and the States Elissa A. Greenwald,1999      **NAEP 1996 Science Report Card for the Nation and the States** Christine Y. O'Sullivan,1997      **Teacher and Student Evaluation** Alyson Leah Lavigne,Thomas L. Good,2013-09-05 Following the recent major school reform of Race to the Top schools teachers and students are increasingly evaluated through high stakes achievement test scores In six concise chapters Teacher and Student Evaluation explores the historical rise and modern landscape of accountability in American education and the current models of teacher evaluation The authors provide realistic and useful suggestions for responding to current accountability demands The authors explore the methodological concerns and policy implications of using value added and observational measures to make high stakes decisions After reaching the conclusion that these contemporary evaluation practices are flawed Alyson Lavigne and Thomas Good offer possible solutions that inform current and future teacher evaluation This book is a valuable resource for students of educational assessment as well as policy makers administrators and teachers who are currently building accountability plans The book is written in an accessible but authoritative fashion that practitioners policymakers and scholars will find useful      **Contemporary Perspectives on Research in Assessment and Evaluation in Early Childhood Education** Olivia Saracho,2015-08-01 Researchers educators professional organizations administrators parents and policy makers have increased their involvement in the assessment and evaluation of early childhood education programs This interest has developed swiftly during the last decades The National Association for the Education of Young Children NAEYC and the National Association of Early Childhood Specialists in State Departments of Education NAECS SDE developed a position statement titled Early childhood curriculum assessment and program evaluation Building an effective accountable system in programs for children birth through age 8 to address related trends issues guiding principles and values Appropriate and well designed evaluations need to address several audiences including researchers educators policy makers children and parents They need to encourage the implementation of a strong foundation that improves the quality of the children s education Child assessment and program evaluation can lead to effective results and better accountability for preschool kindergarten and primary school programs The purpose of this volume is to share a

collection of research strands on contemporary perspectives on research in assessment and evaluation in early childhood education It provides a review and critical analysis of the literature on assessment and evaluation of programs children teachers and settings The volume begins with a brief introductory chapter that presents the reader with a map of the area laying out the issues and alternatives and linking these to the chapters that follow It addresses several areas including 1 understanding assessment and evaluation with young children 2 schools and assessment implications 3 teacher evaluation and professional development 4 social relationships and assessment 5 content areas in early education assessment 6 technology and assessment and 7 conclusion with future research directions in assessment and evaluation in early childhood education The volume is of interest to researchers educators policy makers university faculty graduate students and general readers who are interested in research on assessment and evaluation in early childhood education The chapters are authored by established scholars in the field      **Principles of Effective Literacy Instruction, Grades K-5** Seth A.

Parsons,Margaret Vaughn,2021-03-30 What are the principles that every elementary teacher must learn in order to plan and adapt successful literacy instruction This concise course text and practitioner resource brings together leading experts to explain the guiding ideas that underlie effective instructional practice Each chapter reviews one or more key principles and highlights ways to apply them flexibly in diverse classrooms and across grade levels and content areas Chapters cover core instructional topics phonemic awareness phonics fluency vocabulary and comprehension high quality learning environments major issues such as assessment differentiation explicit instruction equity and culturally relevant pedagogy and the importance of teachers reflective practice and lifelong learning      An Evaluation of the Public Schools of the District of Columbia National Research Council,Division of Behavioral and Social Sciences and Education,Board on Testing and Assessment,Committee for the Five-Year (2009-2013) Summative Evaluation of the District of Columbia Public Schools,2015-08-31 An Evaluation of the Public Schools of the District of Columbia is a comprehensive five year summative evaluation report for Phase Two of an initiative to evaluate the District of Columbia s public schools Consistent with the recommendations in the 2011 report A Plan for Evaluating the District of Columbia s Public Schools this new report describes changes in the public schools during the period from 2009 to 2013 An Evaluation of the Public Schools of the District of Columbia examines business practices human resources operations and human capital strategies academic plans and student achievement This report identifies what is working well seven years after legislation was enacted to give control of public schools to the mayor of the District of Columbia and which areas need additional attention      *Teaching with Empathy* Lisa Westman,2021-08-27 What does it mean to teach with empathy Whether it s planning and delivering instruction or just interacting with others throughout the day every action you take is an opportunity to demonstrate empathy toward your students your colleagues and yourself I m already empathetic to my students and their stories you may be thinking But a teacher s actions even unintentional and especially uninformed can be implicitly shaming compounding any

disconnect students may already feel and undermining your efforts to create a safe and positive classroom environment. Rather than try to identify who needs empathy, start with the premise that all learners deserve empathy because it is a prerequisite for learning and growth. In *Teaching with Empathy*, Lisa Westman explores three types of empathy: affective, cognitive, and behavioral, and clarifies how they intertwine with curriculum, learning environment, equity practices, instruction, and assessment and grading and reporting. Through her own experience as an instructional coach, Westman shares tips and tools, real-world classroom examples, powerful stories, and even a bit of herself as she guides you to a better understanding of yourself and others. Ultimately, you'll learn what's possible when you let compassion and acceptance inform all aspects of your daily practice.

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## **Table of Contents Kindergarten Report Card Common Core**

1. Understanding the eBook Kindergarten Report Card Common Core
  - The Rise of Digital Reading Kindergarten Report Card Common Core
  - Advantages of eBooks Over Traditional Books
2. Identifying Kindergarten Report Card Common Core
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Kindergarten Report Card Common Core
  - User-Friendly Interface
4. Exploring eBook Recommendations from Kindergarten Report Card Common Core
  - Personalized Recommendations
  - Kindergarten Report Card Common Core User Reviews and Ratings
  - Kindergarten Report Card Common Core and Bestseller Lists

5. Accessing Kindergarten Report Card Common Core Free and Paid eBooks
  - Kindergarten Report Card Common Core Public Domain eBooks
  - Kindergarten Report Card Common Core eBook Subscription Services
  - Kindergarten Report Card Common Core Budget-Friendly Options
6. Navigating Kindergarten Report Card Common Core eBook Formats
  - ePub, PDF, MOBI, and More
  - Kindergarten Report Card Common Core Compatibility with Devices
  - Kindergarten Report Card Common Core Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Kindergarten Report Card Common Core
  - Highlighting and Note-Taking Kindergarten Report Card Common Core
  - Interactive Elements Kindergarten Report Card Common Core
8. Staying Engaged with Kindergarten Report Card Common Core
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Kindergarten Report Card Common Core
9. Balancing eBooks and Physical Books Kindergarten Report Card Common Core
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Kindergarten Report Card Common Core
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Kindergarten Report Card Common Core
  - Setting Reading Goals Kindergarten Report Card Common Core
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Kindergarten Report Card Common Core
  - Fact-Checking eBook Content of Kindergarten Report Card Common Core
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning



- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

#### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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