

Kindergarten Report Card
School: _____ (Principal)

Key for Performance Level		
4	Proficient	Student consistently demonstrates an understanding of concepts, skills, and processes taught in this reporting period.
3	Developing	Student is not yet consistent in demonstrating an understanding of concepts, skills, and processes taught in this reporting period.
2	Emerging	Student's understanding of grade-level concepts, skills, and processes taught in this reporting period is significantly below grade-level expectations.
1	Not Assessed	Not assessed this reporting period.

Notes: The goal is for your child to reach **Level 3 (Proficient)** on all standards by the end of the year.

Figure 1 The effect of the amount of time spent in each of the three phases of the study on the number of errors made by participants.

100

100

Proficiency	Proficiency Period					
	1	2	3	4	5	6
Reading: Mainstream Nonfictional Texts						
Identify and explain questions about any details in a text						
Identify further details, including any details						
Identify characters, settings, and major events in a story						
Identify and explain questions about characters, events in a text						
Identify main events in a text						
Identify the author and describe the story and define the role played in telling the story						
Identify the relationship between characters and the story in which they appear						
Identify the author and describe the characters and experiences of characters in a fiction, history						
Identify events in a story, including any details and understanding						
Reading: Mainstream Nonfictional Texts						
Identify and explain questions about any details in a text						
Identify the main topic and what any details in a text						
Identify the main topic and describe any important details, ideas, or points of information in a text						
Identify and explain questions about characters, events in a text						
Identify main events in a text						
Identify the author and describe the story and define the role played in telling the story						
Identify the relationship between characters and the text in which they appear						
Identify the main topic and what any details in a text						
Identify main events in a story, including any details and understanding						
Reading: Mainstream Fictional Texts						
Identify and explain questions about any details in a text						
Identify the main topic and what any details in a text						
Identify the main topic and describe any important details, ideas, or points of information in a text						
Identify and explain questions about characters, events in a text						
Identify main events in a text						
Identify the author and describe the story and define the role played in telling the story						
Identify the relationship between characters and the text in which they appear						
Identify the main topic and what any details in a text						
Identify main events in a story, including any details and understanding						
Reading: Mainstream Fictional Texts						
Identify and explain questions about any details in a text						
Identify the main topic and what any details in a text						
Identify the main topic and describe any important details, ideas, or points of information in a text						
Identify and explain questions about characters, events in a text						
Identify main events in a text						
Identify the author and describe the story and define the role played in telling the story						
Identify the relationship between characters and the text in which they appear						
Identify the main topic and what any details in a text						
Identify main events in a story, including any details and understanding						
Reading: Mainstream Fictional Texts						
Identify and explain questions about any details in a text						
Identify the main topic and what any details in a text						
Identify the main topic and describe any important details, ideas, or points of information in a text						
Identify and explain questions about characters, events in a text						
Identify main events in a text						
Identify the author and describe the story and define the role played in telling the story						
Identify the relationship between characters and the text in which they appear						
Identify the main topic and what any details in a text						
Identify main events in a story, including any details and understanding						

Kindergarten Common Core Report Cards

TD Snyder



Kindergarten Common Core Report Cards:

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 **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 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 **NAEP ... Writing Report Card** , 1999 **Nation's Report Card** , 2003 **NAEP ... Reading Report Card for the Nation and the States** , 1999 **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 *NAEP 1998 Writing Report Card for the Nation and the States* Elissa A. Greenwald, 1999 **Writing Report Card For The Nation And The States, NAEP 1998** , 1999 **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 **NAEP 1996 Science Report Card for the Nation and the States** Christine Y. O'Sullivan, 1997 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

Success in School and Career Andrea M. Nelson-Royes,2013-12-16 Success in School and Career Common Core Standards in Language Arts K 5 provides kindergarten through grade five educators and school and district administrators with historical perspectives that shaped the Common Core State Standards In addition this book provides a rich resource that explains the core components of the Common Core State Standards for English Language Arts for kindergarten through grade five clarifies the base of research and delivers handy resources to all such participants

How to Grade for Learning Ken O'Connor,2017-10-04 With more than 50 000 books sold this resource for teachers and school teams will open illuminating and productive new visions of how to improve grading practices The Game Changer

Ovid K. Wong,2023-05-08 The book appraises the major science education initiatives and policy transformations with supportive qualitative and quantitative data since the 1957 Sputnik crisis In addition the book establishes the intellectual and emotional foundations before building the subsequence of what to teach and how to teach effectively in science education Find out how you can develop the critical game changing traits to beat the status quo and become the celebrated next generation science educators 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 **Principles of Effective Literacy Instruction, Grades K-5** Seth A. Parsons,Margaret Vaughn,2021-05-21 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

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