

PAUSD Kindergarten Progress Report: _____ Elementary School

Student Name _____ **Birthdate** _____ **Teacher** _____ **School Year** _____

| Grade-Level Proficiency | | | | Attendance | 1 st | 2 nd | 3 rd | Additional Support and Services: |
|---|--|--|--|-------------|-----------------|-----------------|-----------------|---|
| Making limited progress toward end of year grade-level standard | Making expected progress toward end of year grade-level standard | Meeting end of year grade-level standard | Exceeding end of year grade-level standard | Days absent | | | | <input type="checkbox"/> ELD <input type="checkbox"/> Reading Specialist <input type="checkbox"/> Other _____ |
| Low-Range ✓- | | | | Days tardy | | | | |
| Mid-Range ✓ | | Upper-Range ✓+ | | Ending date | | | | |
| N/T—Not taught during reporting period | | N/A—Not assessed during reporting period | | | | | | |

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|--------------------------------|-------------------|--------------------------|
| I Improvement Needed | O Often | C Consistently |
|--------------------------------|-------------------|--------------------------|

| Social Skills | 1 st | | | 2 nd | | | 3 rd | | |
|--|-----------------|---|---|-----------------|---|---|-----------------|---|---|
| | I | O | C | I | O | C | I | O | C |
| Demonstrates self-confidence and independence | | | | | | | | | |
| Demonstrates respect/consideration for peers | | | | | | | | | |
| Demonstrates respect/consideration for adults | | | | | | | | | |
| Demonstrates respect for school property | | | | | | | | | |
| Resolves conflicts using appropriate strategies | | | | | | | | | |
| Demonstrates self-control | | | | | | | | | |
| Follows classroom/school rules | | | | | | | | | |
| Accepts personal responsibility for actions | | | | | | | | | |
| Study Skills | | | | | | | | | |
| Assumes responsibility in following classroom tasks and routines | | | | | | | | | |
| Uses class time effectively | | | | | | | | | |
| Completes homework assignments on time | | | | | | | | | |
| Perseveres with challenges | | | | | | | | | |
| Demonstrates effort to do best work | | | | | | | | | |
| Changes activities quietly and promptly | | | | | | | | | |
| Seeks help when needed by communicating with peers and adults | | | | | | | | | |
| Works independently/stays focused | | | | | | | | | |
| Works effectively/cooperatively in small and large groups | | | | | | | | | |
| Uses and organizes materials appropriately | | | | | | | | | |

| Language Arts | 1 st | | | | 2 nd | | | | 3 rd | | | |
|--|------------------|-------------------|------------------|--------------------|------------------|-------------------|------------------|--------------------|------------------|------------------|--------------------|--|
| | Limited Progress | Expected Progress | Meeting Standard | Exceeding Standard | Limited Progress | Expected Progress | Meeting Standard | Exceeding Standard | Limited Progress | Meeting Standard | Exceeding Standard | |
| Reading | | | | | | | | | | | | |
| Identifies upper case letter names | | | | | | | | | | | | |
| Identifies lower case letter names | | | | | | | | | | | | |
| Identifies letter sounds | | | | | | | | | | | | |
| Demonstrates phonemic awareness | | | | | | | | | | | | |
| Demonstrates understanding of how books work | | | | | | | | | | | | |
| Shows interest in and enjoys books | | | | | | | | | | | | |
| Reading Benchmark | | | | | | | | | | | | |
| Writing/Spelling | | | | | | | | | | | | |
| Communicates ideas using pictures, symbols, and letters | | | | | | | | | | | | |
| Writes by moving from left to right and from top of page to bottom | | | | | | | | | | | | |
| Uses phonetic spelling; some recognizable words | | | | | | | | | | | | |
| Uses spaces between letters and words | | | | | | | | | | | | |
| Uses a correct pencil grip | | | | | | | | | | | | |
| Forms letters of the alphabet independently | | | | | | | | | | | | |
| Listening/Speaking | | | | | | | | | | | | |
| Shares and takes part in oral class activities | | | | | | | | | | | | |
| Speaks audibly in complete, coherent sentences | | | | | | | | | | | | |

| | 1 st | | | | 2 nd | | | | 3 rd | | | |
|---|------------------|-------------------|------------------|--------------------|------------------|-------------------|------------------|--------------------|------------------|------------------|--------------------|--|
| | Limited Progress | Expected Progress | Meeting Standard | Exceeding Standard | Limited Progress | Expected Progress | Meeting Standard | Exceeding Standard | Limited Progress | Meeting Standard | Exceeding Standard | |
| Mathematics | | | | | | | | | | | | |
| Number Sense and Operations | | | | | | | | | | | | |
| Counts out loud from 1 - 30 | | | | | | | | | | | | |
| Arranges numbers in order from 1-20 and recognizes when they are out of order | | | | | | | | | | | | |
| Recognizes numbers 1 - 20 | | | | | | | | | | | | |
| Counts a group of objects with 1:1 correspondence up to 20 | | | | | | | | | | | | |
| Understands the numerals 1-9 and number 10, and the quantities they represent | | | | | | | | | | | | |
| Demonstrates fluency with number combinations up to 5 (e.g., 2 + 3 =) | | | | | | | | | | | | |
| Demonstrates fluency with number complements up to 5 (e.g., 2 + = 5) | | | | | | | | | | | | |
| Uses concrete objects to determine the answers to addition and subtraction problems (for number combinations up to 10) | | | | | | | | | | | | |
| Algebra and Functions | | | | | | | | | | | | |
| Recognizes and describes simple patterns (e.g., AB, ABC, ABB) | | | | | | | | | | | | |
| Creates and extends simple patterns | | | | | | | | | | | | |
| Creates and solves own story problems using addition and subtraction with sums and/or differences up to 5 | | | | | | | | | | | | |
| Measurement and Geometry | | | | | | | | | | | | |
| Makes direct comparisons of length, weight, and volume of objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more) | | | | | | | | | | | | |
| Identifies and describes basic 2D and 3D geometric objects | | | | | | | | | | | | |
| Data Analysis and Probability | | | | | | | | | | | | |
| Interprets a group-created graph using terms such as more than, less than, the same as, and altogether | | | | | | | | | | | | |
| Identifies, sorts and classifies objects by one attribute and identifies objects that do not belong to a particular group | | | | | | | | | | | | |

| | 1 st | | | | 2 nd | | | | 3 rd | | | |
|---|------------------|-------------------|------------------|--------------------|------------------|-------------------|------------------|--------------------|------------------|------------------|--------------------|--|
| | Limited Progress | Expected Progress | Meeting Standard | Exceeding Standard | Limited Progress | Expected Progress | Meeting Standard | Exceeding Standard | Limited Progress | Meeting Standard | Exceeding Standard | |
| Science | | | | | | | | | | | | |
| Scientific Process Skills | | | | | | | | | | | | |
| Uses scientific tools | | | | | | | | | | | | |
| Makes observations using one or more of the five senses | | | | | | | | | | | | |
| Communicates observations orally and in drawings | | | | | | | | | | | | |
| Life, Physical, Earth Sciences | | | | | | | | | | | | |
| Recognizes the properties & source of wood | | | | | | | | | | | | |
| Recognizes the parts of a plant & its life cycle | | | | | | | | | | | | |

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|--------------------------------|-------------------|--------------------------|
| I Improvement Needed | O Often | C Consistently |
|--------------------------------|-------------------|--------------------------|

| | 1 st | | | 2 nd | | | 3 rd | | |
|---|-----------------|---|---|-----------------|---|---|-----------------|---|---|
| | I | O | C | I | O | C | I | O | C |
| Visual and Performing Arts | | | | | | | | | |
| Shows spontaneous and expressive use of a variety of art media | | | | | | | | | |
| Expresses self musically through movement and responsive activities | | | | | | | | | |
| Participates in singing a variety of songs | | | | | | | | | |
| P.E. | | | | | | | | | |
| Has developed body awareness and spatial relationships | | | | | | | | | |
| Has developed a sense of balance, locomotor, hand-eye coordination, and ball skills | | | | | | | | | |
| Practices fair play and abides by group game rules | | | | | | | | | |

Student Name _____ Kindergarten

Comments

Explanation of the Progress Report - Kindergarten

The primary goal of The Palo Alto Unified School District is to enable each student to learn and achieve academic success and develop effective interpersonal skills. The purpose of the **Progress Report** is to give more information about each child's progress in relation to the Palo Alto Unified School District grade-level standards. Each grade-level assesses students on the most significant standards in the areas of language arts, math, social studies and science. **Progress Reports** are distributed three times a year. Student progress is measured in relation to the PAUSD grade-level standards for completion by the **end of the school year**. They are graded in the following manner.

Making limited progress toward grade-level standards:

The student is making some progress, but is below the level that is expected at that time of the marking period.

Making expected progress toward grade-level standards:

Indicates that the student is progressing at a sufficient rate to be able to meet the grade-level expectations by the end of the year.

Meeting end of year grade-level standards:

Indicates a student has met the standard for the end of the year in that grade.

Exceeding end of year grade-level standards:

Indicates a student has gone beyond the end of year standard for that grade.

Be sure to check the column that has been selected within each column. Students are marked in the following way:

- ✓+ indicates that the student is in the upper-range
- ✓ indicates that the student is in the mid-range
- ✓- indicates that the student is in the low-range

During the third trimester:

All of the above categories remain the same with the exception of "Making expected progress toward the grade-level standards." It is now expected that the student would meet the grade-level standard.

The letters N/T indicate that the particular standard is not taught during the indicated marking period.

In addition to written progress reports, teachers hold parent conferences during the school year.

The letters N/A indicate that a particular standard was not fully assessed during the reporting period.

English Language Learners

English Language Learners receive their instruction in all subject areas in regular classrooms with teachers certified to teach SDAIE (Specially Designed Academic Instruction in English). Their progress will be indicated on the Progress Report with any necessary additional information added in the comment section.

For grades 1-5, Music and Physical Education teachers serve large numbers of students. They give grades in the second and third trimester only.

If at any time you have questions about your child's progress, please contact your child's teacher.

In Kindergarten, each student will...

Reading—Language Arts

Reading and Writing Skills

- show interest in and enjoy books
- actively participate in shared reading activities
- build awareness that meaning comes from print
- know that books and printed material are read top to bottom, and left to right
- 'read' pictures in books
- retell familiar stories
- demonstrate phonemic awareness
- use increasing semantic, phonetic, and structural skills to become an effective reader
- know all letter names and sounds
- retell stories; make predictions about events; personalize meaning from text
- begin to write to communicate
- use phonetic spelling, write name correctly, form letters of the alphabet with some accuracy
- use correct pencil grip
- begin to put spaces between letters and words

Speaking and Listening Skills

- build active and responsive listening skills through experiences with conversation, stories, songs, and poems
- share and take part in class discussions
- participate in singing, storytelling, drama, and poetry activities
- share information and ideas, speaking audibly in complete sentences
- follow two-step directions

Mathematics

Number Sense and Operations

- counts out loud from 1 - 30
- arranges numbers in order from 1-20 and recognizes when they are out of order
- recognizes numbers 1 - 20
- counts a group of objects with 1:1 correspondence up to 20
- understands the numerals 1-9 and number 10, and the quantities they represent
- demonstrates fluency with number combinations up to 5 (e.g., $2 + 3 = \underline{\quad}$)
- demonstrates fluency with number complements up to 5 (e.g., $2 + \underline{\quad} = 5$)
- uses concrete objects to determine the answers to addition and subtraction problems (for number combinations up to 10)

Algebra and Functions

- recognizes and describes simple patterns (e.g., ab, abc, abb)
- creates and extends simple patterns
- creates and solves own story problems using addition and subtraction with sums and/or differences up to 5

Measurement and Geometry

- makes direct comparisons of length, weight, and volume of objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more)
- identifies and describes basic 2D and 3D geometric objects

Data Analysis and Probability

- interprets a group-created graph using terms such as more than, less than, the same as, and altogether
- identifies, sorts and classifies objects by one attribute and identifies objects that do not belong to a particular group

Science

Scientific Process Skills

- make observations using one or more of the five senses
- use scientific tools such as the hand lens
- sort objects based on their attributes

Encounter the "big ideas" of Life, Physical, and Earth Sciences through participation in units of study: Wood, and Life Lab which features living, non-living things and soil in a garden

- determine that all living things need water
- know that plants and animals have specific structures and survival needs
- name parts of a plant (e.g., stem, leaf, flower)
- observe similarities and differences between living and non-living things
- through investigation, observe, and discuss the properties of wood
- know wood comes from trees
- know that people use wood in a variety of ways
- know that soil provides a home for a variety of living things

Social Studies

Participate in classroom activities around the year-long theme: Learning and Working Together, Now and Long Ago

- understand differences and similarities in oneself and others
- understand how to take turns and cooperate with group rules and responsibilities as they carry out short tasks and classroom jobs
- demonstrate knowledge of important American symbols, historical events, legends, presidents, and leaders
- distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories

Visual & Performing Arts

Visual Arts

- recognize and describe simple patterns found in the environment and in works of art
- paint pictures expressing ideas about family and neighborhood
- look at and discuss works of art from a variety of times and places
- describe the literal and expressive content, in selected works of art

Music and the Performing Arts

- read, notate, listen to and describe music
- sing songs with accuracy and use hand percussion instruments to play rhythmic and melodic ostinatos
- sing and play songs from diverse cultures
- make judgments about the quality of a musical performance
- describe how music communicates ideas and moods

Physical Education

- improve in balance, locomotor, hand-eye coordination, ball skills
- increase body strength through physical activities
- develop body awareness in spatial relationships
- become aware of fair play practices and abide by group game rules
- demonstrate good health practices (e.g., nutrition, rest, health care)