


NAME: Student, Test
 TEACHER: _____
 SCHOOL: _____

Kindergarten Report

ATTENDANCE Fall Winter Spring
 Half Days Absent: _____
 Times Tardy: _____

LEARNING / SOCIAL BEHAVIOR



S = Satisfactory
 P = Making progress
 I = Needs to improve

We believe that these behaviors contribute to student learning and are considered an integral part of our teaching. We do not expect that all children will demonstrate consistency at all times, but we do emphasize continual progress for the student in demonstrating the behavior on a regular basis. Your child's progress is indicated according to the KEY to the left.

Demonstrates responsibility for own learning.

1. Shows interest and is involved in learning.
2. Attends to the task at hand.
3. Completes tasks independently.

Fall	Winter	Spring

Demonstrates self-discipline.

8. Follows rules.
9. Demonstrates self control.
10. Uses time wisely.

Fall	Winter	Spring

Responds to teacher-directed activities.

4. Listens attentively.
5. Participates constructively in discussions.
6. Participates constructively in activities.
7. Follows directions.

Fall	Winter	Spring

Interacts positively with peers and adults.


11. Respects the rights of others.
12. Works cooperatively with others.
13. Interacts positively with others.
14. Solves problems constructively.

Fall	Winter	Spring

Puts forth effort.

15. Perseveres even when tasks are difficult.
16. Willing to take risks and try new things.
17. Chooses and accepts tasks that challenge abilities.

Fall	Winter	Spring



B = Beginning
 D = Developing
 S = Secure

WRITING

The expectations for achievement are that students will meet Secure (S) proficiency levels by spring. The shaded area indicates when the outcome is usually first assessed.

Writing Genre

F	W	S	CONCEPTS / SKILLS
			1. Writes a brief personal story using pictures, words and or sentences.
			2. Reads and tries to copy different styles of poetry.
			3. Writes a brief informational piece using drawings, words and/or sentences as a page for a class book.
			4. Helps with a class research project by adding key information gathered from materials supplied by the teacher.

Writing Process

			5. Brainstorms ideas for narrative stories.
			6. Produces pictures and drawings that fit the story.
			7. As s/he plans to write, with help from the teacher, thinks about how the readers will react.
			8. Spells words based on how they sound when writing.
			9. Brainstorms ideas for informational text.
			10. Makes changes to writing by reading it to a friend and asks for ideas to improve it to make the meaning more clear.

Personal Style

			11. Expresses feelings, uses his/her natural language and creates new ideas to show originality in his/her speech and writing.
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Spelling

			12. Uses beginning and simple ending sounds, or word lists provided by the teacher to figure out how to spell more words.
			13. Correctly spells about 18 words s/he sees often and finds meaningful.

Handwriting

			14. Writes from left to right and top to bottom.
			15. Forms upper and lower case letters.
			16. Leaves spaces between words when writing.

Writing Attitude

			17. Is eager to write and learn to write.
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Test Student - Kindergarten
M A T H E M A T I C S



The goal is that students will be Secure in all outcomes by the end of the year. B, D, S indicates whether your child's understanding is Beginning, Developing or Secure at the end of the reporting period. Items unmarked have not yet been taught or assessed.

Fall Baseline Assessment Activities

F	W	S	CONCEPTS / SKILLS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Counts forward 0 - 35.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Recognizes numerals 0 - 10.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Identifies 2-dimensional figures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Compares length of objects (taller, longer, shorter).

Midyear Assessment Activities

F	W	S	CONCEPTS / SKILLS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Counts forward to 70.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Counts backward 10+ to 0.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Uses one-to-one correspondence to count, compare and order sets of objects to 30.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Compares and orders numbers up to 30.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Uses and writes numbers 0 - 19.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Creates, extends and describes 2- and 3-part geometric patterns.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Uses correct terms for measuring time on a calendar: days of the week, months, yesterday, today, tomorrow; morning, afternoon, evening, night.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Sorts and classifies objects, using various attributes.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Participates in solving oral number stories.

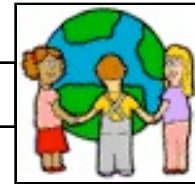
Late-in-Year Assessment Activities

F	W	S	CONCEPTS / SKILLS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Counts to 100 by 1's.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Counts to 100 by 5's.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Counts to 100 by 10's.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Counts to 20 by 2's.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Reads numbers 0 - 100.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Writes numbers 0 - 50.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Names 3-dimensional objects and relates them to their geometric name.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Creates, extends and describes simple number patterns.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Compares objects by weight and capacity.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. Matches time to the hour on digital and analog clocks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Interprets picture graphs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. Models numbers 1 to 30 in terms of tens and ones.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. Records addition and subtraction sentences for number stories to 10.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. States addition pairs for numbers from 2 to 10 (e.g., $5 = 4 + 1$).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28. Identifies and knows value of penny, nickel and dime and recognizes a quarter.



Test Student - Kindergarten


SOCIAL STUDIES



The Michigan Social Studies Standards identify content benchmarks for each grade level in four areas: geography, economics, history and civics. In kindergarten, students focus on themselves and their world. They:

- depict what they look like, care about, feel and can do that makes them special;
- learn about making friends, making choices that help them get along with others and effective ways of solving problems with others;
- investigate the concept of a neighborhood and their place in it;
- explore basic maps that show where they live;
- learn about similarities of people's lives around the world;
- learn about recycling and ways they can help take care of the Earth;

To achieve these benchmarks, students begin to use the processes of a social scientist. They:


	Fall	Winter	Spring	
 S = Satisfactory P = Making progress I = Needs to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understand ideas studied
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Complete activities
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Take part in discussions
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop thinking and study skills relevant to social studies

Conflict Management: Students at every grade level are taught skills for preventing, managing, and peacefully resolving conflicts. If students are given opportunities to practice these skills in real life school situations, they become empowered to take responsibility for resolving the conflicts that naturally occur in their lives. Conflict Management

SCIENCE

As they investigate the science units of study in kindergarten, students have opportunities to generate questions about their world, make observations, identify properties, compare and contrast, classify information, describe and explain their findings and understanding. "X" means the student explored scientific concepts through classroom activities.

- | | | |
|---|--|--|
| <input type="checkbox"/> Class Pet | <input type="checkbox"/> Collections from Nature | <input type="checkbox"/> Constructions |
| <input type="checkbox"/> Dirt, Sand and Water | <input type="checkbox"/> My body | |

	Fall	Winter	Spring	
 S = Satisfactory P = Making progress I = Needs to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands ideas studied
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes activities
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Takes part in discussions
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is developing thinking and study skills relevant to science

An "X" indicates that the Health Unit has been taught.

Health Units Studied Personal Safety Substance Abuse Prevention Healthy Behavior

Test Student - Kindergarten
GENERAL TEACHER COMMENTS