### Kindergarten Report Card

**Teacher:**

**Student:**

**School Year:**

**School:**

**See reverse side for comments**

#### PLACEMENT INFORMATION

- [ ] Completed to 4th Grade
- [ ] Readiness in Grade
- [ ] Additional Year in K Grade

#### ATTENDANCE

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#### READING

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#### LANGUAGE

- [ ] Identifies characters, setting, and main idea in literary text.
- [ ] Asks and answers questions about a piece of writing.
- [ ] Uses a combination of drawing, dictating, and writing to compose a piece of writing with detailed information about the adventures and experiences of a character.

#### WRITING

- [ ] Identifies main topic and retells a piece of writing with detailed information about the adventures and experiences of a character.
- [ ] Asks and answers questions about unknown words in a text.
- [ ] Names the author and illustrator of a piece of writing.

#### SOCIAL STUDIES

- [ ] Identifies the national holidays of the United States.
- [ ] Describes the diversity of customs and celebrations of others.
- [ ] Explains that maps and globes represent parts of the world.
- [ ] Describes attributes of soil, rocks, and plant life.
- [ ] Argues how animals are grouped by similar features.

#### SCIENCE

- [ ] Classifies objects into given categories and counts the number of objects in each category.
- [ ] Compares 2 sets up to 10 objects.
- [ ] Counts 20 objects in a line, array, and scattered and counts out a set.
- [ ] Recognizes, names and begins to use end inflections and affixes.
- [ ] Recognizes, names and uses end -ed, -s, un-, pre- inflections in their speech.

#### PHYSICAL SCIENCE

- [ ] Understands that magnets attract other magnets.
- [ ] Compares 2D and 3D shapes.
- [ ] Compares and contrasts the physical characteristics of objects.
- [ ] Compares different kinds of solids and liquids.

#### LIFE SCIENCE

- [ ] Describes how the weather affects the appearance of the landscape.
- [ ] Argues how animals are grouped by similar features.
- [ ] Compares 2 sets up to 10 objects.
- [ ] Counts 20 objects in a line, array, and scattered and counts out a set.
- [ ] Recognizes, names and uses end inflections and affixes.
- [ ] Recognizes, names and uses end -ed, -s, un-, pre- inflections in their speech.

#### MATH

- [ ] Identifies 30-52 letters.
- [ ] Writes letter(s) for most sounds.
- [ ] Produces 3-5 short vowel sounds.
- [ ] Recognizes, names and beginning to count by 1s up to 10.
- [ ] Recognizes, names and beginning to count by 5s up to 10.

#### ART

- [ ] Uses art vocabulary to discuss movement patterns.
- [ ] Argues how animals are grouped by similar features.
- [ ] Compares and contrasts the physical characteristics of objects.
- [ ] Compares 2 sets up to 10 objects.
- [ ] Counts 20 objects in a line, array, and scattered and counts out a set.
- [ ] Recognizes, names and uses end inflections and affixes.
- [ ] Recognizes, names and uses end -ed, -s, un-, pre- inflections in their speech.

#### HEALTH

- [ ] Describes how the weather affects the appearance of the landscape.
- [ ] Argues how animals are grouped by similar features.
- [ ] Compares 2 sets up to 10 objects.
- [ ] Counts 20 objects in a line, array, and scattered and counts out a set.
- [ ] Recognizes, names and uses end inflections and affixes.
- [ ] Recognizes, names and uses end -ed, -s, un-, pre- inflections in their speech.

#### TECHNOLOGY

- [ ] Uses a combination of drawing, dictating, and writing to compose a piece of writing with detailed information about the adventures and experiences of a character.
- [ ] Asks and answers questions about unknown words in a text.
- [ ] Names the author and illustrator of a piece of writing.

#### MUSIC

- [ ] Identifies main topic and retells a piece of writing with detailed information about the adventures and experiences of a character.
- [ ] Asks and answers questions about unknown words in a text.
- [ ] Names the author and illustrator of a piece of writing.

#### PHYSICAL EDUCATION

- [ ] Uses physical education knowledge and skills to set and achieve personal fitness goals.
- [ ] Argues how animals are grouped by similar features.
- [ ] Compares 2 sets up to 10 objects.
- [ ] Counts 20 objects in a line, array, and scattered and counts out a set.
- [ ] Recognizes, names and uses end inflections and affixes.
- [ ] Recognizes, names and uses end -ed, -s, un-, pre- inflections in their speech.

#### TEACHER COMMENTS:

- [ ] Progress in writing:
- [ ] Growth in math:
- [ ] Improvement in science:
- [ ] Advance in social studies:
- [ ] Enhancement in language:
- [ ] Development in reading:
- [ ] Growth in physical education:
- [ ] Improvement in health:
- [ ] Advance in technology:
- [ ] Enhancement in music:

Rev. 4/22
Fountas and Pinnell (Guided Reading) Reading Level Characteristics

A Parent Tips: Readers are beginning to learn how print works and to notice the relationship between sounds and letters. Children must be given the opportunity to read and reread these simple texts with help. Encourage your child to finger point each spoken word to the written word.

B Parent Tips: Readers are learning how print works, developing left to right directionality. Continue to provide opportunities to read and reread these simple texts with help while encouraging to finger point each spoken word to the written word.

C Parent Tips: Readers encounter simple stories and familiar topics with 2-6 lines of print on each page. Praise children for self-correcting and assist the use of dialogue with the voice.

D Parent Tips: Readers track print with their eyes and process texts with fewer repeating language patterns. Children should stop pointing to each word. Attention should be given to word endings.

E Parent Tips: Readers encounter texts with 3-8 lines of print per page. Choose text with familiar vocabulary to your child which is likely used in their oral language.

F Parent Tips: Readers are beginning to build knowledge of the characteristics of different genres of texts. Texts may include familiar content that expands beyond home, neighborhood, and school.

G Parent Tips: Readers encounter a wider range of texts. They are still reading texts with 3-8 lines of print per page, but the print is slightly smaller. Children should be reading for understanding. Encourage self-correcting and rereading.

H Parent Tips: Readers encounter the same challenges as Level G; but the language and vocabulary are more complex. Children begin to read more new texts silently in order to achieve efficient and smooth processing. Find short chapter books with a single point of view and illustrations to help support the text.

I Parent Tips: Readers will be processing texts that are mostly short (8-16 pages) as well as some easy illustrated chapter books (40-60 pages) that require them to sustain attention and memory over time.

J Parent Tips: Readers are able to process a variety of texts. Children read silently during independent reading.

K Parent Tips: Readers are able to process a wide variety of genres. As children read orally they should be demonstrating all aspects of fluency.

L Parent Tips: Readers process easy chapter books including some series books. Children should be able to solve many complex words including multi-syllable words, contractions, possessives, content-specific and some technical words.

M Parent Tips: Readers know the characteristics of a range of genres. Encourage children to explore chapter books and nonfiction topics of interest to them.

N Parent Tips: Readers are able to process a full range of genres. Children are able to solve words smoothly and automatically in both silent and oral reading.

O Parent Tips: Readers have very similar genre characteristics as Level N. They can process complex sentences and solve new vocabulary words. At this level children should be able to read and fully understand the text.

P Parent Tips: Readers can identify the characteristics of all genres. As children encounter more abstract text it is crucial that it can be comprehended by the child.