

<b>English Language Arts</b>	Tri. 1	Tri. 2	Tri. 3
<b>OVERALL PERFORMANCE IN READING</b>			
<b>READING LEVEL</b>			
<b>EFFORT in English Language Arts</b>			
Produces letter/sound associations			
Names upper case letters			
Names lower case letters			
Produces rhyming words			
Segments sounds of one-syllable words	N/A		
Blends sounds to read one-syllable words	N/A		
Reads high frequency words in isolation			
Reads high frequency words in context			
Retells details of a text in sequence			
<b>OVERALL PERFORMANCE IN WRITING/LANGUAGE</b>			
<b>Draws/Dictates/Writes</b> about a single event			
Draws/Dictates/Writes an opinion about a topic	N/A		
Draws/Dictates/Writes to explain information about a topic	N/A	N/A	
Understands and incorporates the writing process	N/A		
Recognizes and names end punctuation	N/A		
Applies letter/sound knowledge to writing	N/A		
<b>OVERALL PERFORMANCE IN SPEAKING/LISTENING</b>			
Continues a conversation through multiple exchanges			
Listens with understanding			
Expresses ideas clearly			
Interventionist Support in ELA			

<b>Mathematics</b>	Tri. 1	Tri. 2	Tri. 3
<b>OVERALL PERFORMANCE in MATHEMATICS</b>			
<b>EFFORT in Mathematics</b>			
<b>Counting and Cardinality</b>			
Counts to 100 by ones			
Counts to 100 by tens	N/A		
Names numbers 0-20			
Writes numbers 0-20			
Demonstrates one-to-one correspondence			
Compares sets of objects(e.g., greater than, less than, equal to)			
Compares numbers between 1 and 10			
<b>Operations and Algebraic Thinking</b>			
Demonstrates an understanding of addition as putting together and adding to	N/A		
Demonstrates an understanding of subtraction as taking apart and taking from	N/A	N/A	
Solves addition word problems up to 10 using manipulatives	N/A		
Solves subtraction word problems up to 10 using manipulatives	N/A	N/A	
<b>Numbers and Operations in Base Ten</b>			
Composes and decomposes numbers from 11-19 into tens and ones.	N/A	N/A	
<b>Measurement and Data</b>			
Describes measurable attributes of objects (e.g., length, weight)	N/A	N/A	
Classifies objects into categories by sorting	N/A	N/A	
<b>Geometry</b>			
Names two and three dimensional shapes	N/A	N/A	
Describes 2D and 3-D shapes	N/A	N/A	
Describes objects in the environment (e.g., above, below, beside, in front of, behind and next to)	N/A	N/A	

Interventionist Support Math

<b>History and Social Science</b>	Tri. 1	Tri. 2	Tri. 3
<b>Overall Performance in History/Social Science</b>			
<b>EFFORT in History and Social Science</b>			
<u>Civics/Government</u> – Demonstrates an understanding of civic qualities (e.g., authority, fairness, justice, responsibility, rules)			
<u>Economics</u> – Demonstrates an understanding of jobs people do	N/A	N/A	
<u>Geography</u> – Identifies own street address, town, state, and country	N/A		
<u>History</u> - Demonstrates an understanding of United States national holidays			
<b>Science and Technology/Engineering</b>	Tri. 1	Tri. 2	Tri. 3
<b>OVERALL PERFORMANCE in Science and Technology/Engineering</b>			
<b>EFFORT in Science and Technology/Engineering</b>			
Makes predictions based on observations and past experiences			
Uses tools and equipment appropriately to gather information			
Observes and describes the behavior of a variety of common animals	N/A	N/A	
Observes and describes a variety of natural materials (e.g., rocks, soil, water)	N/A		
<b>Physical Education</b>	Tri. 1	Tri. 2	Tri. 3
<b>OVERALL PERFORMANCE IN PHYSICAL EDUCATION</b>			
<b>EFFORT in Physical Education</b>			
Demonstrates motor skills and movement patterns			
Shows respect for self and others			
TEACHER COMMENTS:			

<b>Music</b>	Tri. 1	Tri. 2	Tri. 3
<b>OVERALL PERFORMANCE IN MUSIC</b>			
EFFORT in Music			
Demonstrates simple rhythmic and melodic patterns			
Responds appropriately to start/stop cues			
TEACHER COMMENTS:			
<b>ART</b>	Tri. 1	Tri. 2	Tri. 3
<b>OVERALL PERFORMANCE IN ART</b>			
EFFORT in ART			
Identifies and creates shapes - circle, square, and triangle			
Identifies and formulates line in pattern			
Identifies positive and negative space			
Describes art work using proper art vocabulary			
Recalls how artist create their work			
TEACHER COMMENTS:			

**CLASSROOM TEACHER COMMENTS**

**Trimester 1**

**CLASSROOM TEACHER COMMENTS**

**Trimester 2**

**CLASSROOM TEACHER COMMENTS**

**Trimester 3**

Promoted to grade \_\_\_\_\_

<b>As a Class Citizen and As a Learner</b> <b>*Indicates needs improvement</b>	Tri. 1	Tri. 2	Tri. 3
Follows directions promptly			
Keeps hands, feet and objects to self at all times			
Uses positive actions and language			
Stays in own space			
Is on time and prepared			
Maintains attention during lessons			
Applies correct handwriting skills daily			
Seeks/Accepts assistance when necessary			
Hands homework in on time			
Refrains from unnecessary talking			

**DARTMOUTH PUBLIC SCHOOLS**  
**KINDERGARTEN REPORT CARD 2015-2016**

**Student Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

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

<b>ATTENDANCE</b>			
	Trimester 1	Trimester 2	Trimester 3
Absent			
Tardy			
Dismissed			



<b>OVERALL PERFORMANCE KEY</b>	
<b>4</b>	The student demonstrates a thorough <b>in- depth understanding</b> of grade level and <b>extended</b> concepts. Performance is characterized by the application of skills with <b>consistent accuracy, independence, and a high level of quality.</b>
<b>3</b>	The student demonstrates a thorough understanding of grade level concepts. Performance is characterized by the application of skills with <b>accuracy</b> and <b>quality.</b> The student may require occasional support and direction.
<b>2</b>	The student demonstrates a <b>basic</b> understanding of grade level concepts. Performance is characterized by the application of skills and strategies with support and direction.
<b>1</b>	The student inconsistently demonstrates the application of grade level concepts. Performance is characterized by limited application of skills and strategies and requires <b>considerable support</b> and direction.

**STANDARDS SCALE**

★ = Area of Strength (blank) On Track    ✓ = Area of Concern  
N/A = Standard is not assessed at this time

**EFFORT SCALE**

5 = Outstanding    4 = Good    3 = Satisfactory    2 = Inconsistent    1 = Minimal