



BUCKEYE UNION SCHOOL DISTRICT * KINDERGARTEN REPORT CARD

| | | |
|---|----------|-------|
| NAME: | TEACHER: | YEAR: |
| LAST FIRST M.I. | | |

EXPLANATION OF MARKINGS
 4 = Meets grade level standard
 3 = Consistently progressing toward grade level standard
 2 = Beginning to progress toward grade level standard
 1 = Needs support/area of concern

For a complete description of each subject area standard go to the California State Department of Education website:
www.cde.ca.gov/be/st/ss/index.asp
 * Indicates Buckeye District standard/requirement

| LIFE-LONG LEARNING SKILLS | <u>TRIMESTER</u> | | |
|---------------------------------------|------------------|-------|-------|
| | 1 | 2 | 3 |
| • Assumes responsibility for behavior | _____ | _____ | _____ |
| • Works independently | _____ | _____ | _____ |
| • Works cooperatively | _____ | _____ | _____ |
| • Completes assignments on-time: | | | |
| o Classwork | _____ | _____ | _____ |
| o Homework | _____ | _____ | _____ |
| • Follows school/class rules | _____ | _____ | _____ |
| • Shows respect towards: | | | |
| o Peers | _____ | _____ | _____ |
| o Adults | _____ | _____ | _____ |
| • Displays self-control | _____ | _____ | _____ |
| • Shows effort | _____ | _____ | _____ |
| • Uses time wisely | _____ | _____ | _____ |
| • Organizes self and materials | _____ | _____ | _____ |

| LANGUAGE ARTS <input type="checkbox"/> Check if Modified Curriculum | | | |
|---|-------|-------|-------|
| Word Analysis, Fluency and Systematic Vocabulary Development (knows letters, words and sounds) | | | |
| • Understands that print carries a message | _____ | _____ | _____ |
| • Tracks left to right, top to bottom | _____ | _____ | _____ |
| • Points to words with one-to-one matching | _____ | _____ | _____ |
| • Knows the difference between letters & words | _____ | _____ | _____ |
| • Identifies names of upper case letters | _____ | _____ | _____ |
| • Identifies names of lower case letters | _____ | _____ | _____ |
| • Identifies letter sounds | _____ | _____ | _____ |
| • Identify and produces rhyming words | _____ | _____ | _____ |
| • Recognizes words that start with the same sounds | _____ | _____ | _____ |
| • Blends sounds into words | _____ | _____ | _____ |
| • Recognizes high frequency/sight words * | _____ | _____ | _____ |
| • Reads simple consonant-vowel-consonant words | _____ | _____ | _____ |
| Comprehension (identifies basic facts and ideas in what has been read, heard or viewed) | | | |
| • Uses pictures to make predictions about story content | _____ | _____ | _____ |
| • Listens to and retells stories | _____ | _____ | _____ |
| Writing Strategies (writes words and brief sentences that are legible) | | | |
| • Writes uppercase letters legibly | _____ | _____ | _____ |
| • Writes lowercase letters legibly | _____ | _____ | _____ |
| • Writes left to right, top to bottom | _____ | _____ | _____ |
| • Writes more than one consonant sound per word | _____ | _____ | _____ |
| • Writes consonant-vowel-consonant words | _____ | _____ | _____ |
| • Uses phonetic spelling to express ideas | _____ | _____ | _____ |
| Listening and Speaking (writes and speaks with a command of standard English conventions) | | | |
| • Listens attentively | _____ | _____ | _____ |
| • Contributes to class discussions | _____ | _____ | _____ |
| • Speaks audibly in complete sentences | _____ | _____ | _____ |
| • Follows simple one and two step directions | _____ | _____ | _____ |

| MATHEMATICS <input type="checkbox"/> Check if Modified Curriculum | | | |
|---|-------|-------|-------|
| Number Sense (understands relationship between numbers and quantities) | | | |
| • Compares two or more sets of objects up to 10 | _____ | _____ | _____ |
| • Counts by ones to 30 | _____ | _____ | _____ |
| • Recognizes numbers to 30 | _____ | _____ | _____ |
| • Counts using one-to-one correspondence | _____ | _____ | _____ |
| • Writes numbers to 30 * | _____ | _____ | _____ |
| • Matches numbers for a collection of up to 30 objects | _____ | _____ | _____ |
| • Orders numbers to 30 | _____ | _____ | _____ |
| • Compares larger/smaller numbers to 30 | _____ | _____ | _____ |
| • Describes simple addition problems up to 10 with manipulatives | _____ | _____ | _____ |
| • Describes simple subtraction problems up to 10 with manipulatives | _____ | _____ | _____ |

| MATHEMATICS (continued) | <u>TRIMESTER</u> | | |
|---|------------------|-------|-------|
| | 1 | 2 | 3 |
| Algebra and Functions (students sort and classify objects) | | | |
| • Sorts objects by one attribute | _____ | _____ | _____ |
| Measurement and Geometry (understand concepts of time; can identify/describe geometric figures) | | | |
| • Understands measurement concepts and vocabulary for size, weight, capacity | _____ | _____ | _____ |
| • Identifies time to the nearest hour | _____ | _____ | _____ |
| • Sequences days of the week | _____ | _____ | _____ |
| • Identifies circle, square, triangle, rectangle, cube, sphere and cone | _____ | _____ | _____ |
| Statistics, Data Analysis and Probability (collects information about objects and events in their environment) | | | |
| • Builds, extends and identifies simple patterns: AB__ AABB__ ABC__ | _____ | _____ | _____ |
| Mathematical Reasoning (solves problems in reasonable ways and can justify the reasoning) | | | |
| • Solves problems using appropriate tools and strategies | _____ | _____ | _____ |

| SCIENCE <input type="checkbox"/> Check if Modified Curriculum | | | |
|---|-------|-------|-------|
| • Earth: The earth is composed of land, air, water | _____ | _____ | _____ |
| • Physical: Properties of materials can be observed, measured & predicted | _____ | _____ | _____ |
| • Life: Different types of plants & animals inhabit the earth | _____ | _____ | _____ |

| SOCIAL SCIENCE <input type="checkbox"/> Check if Modified Curriculum | | | |
|---|-------|-------|-------|
| • Learning & working now & long ago | _____ | _____ | _____ |

| TECHNOLOGY | | | |
|--------------------------------------|-------|-------|-------|
| • Uses technology as a learning tool | _____ | _____ | _____ |

| VISUAL AND PERFORMING ARTS | | | |
|-----------------------------------|-------|-------|-------|
| • Puts forth effort | _____ | _____ | _____ |

| PHYSICAL DEVELOPMENT | | | |
|---|-------|-------|-------|
| • Demonstrates large muscle development (hopping, jumping, bike riding) | _____ | _____ | _____ |
| • Demonstrates small muscle development | | | |
| o Uses pencils with control | _____ | _____ | _____ |
| o Uses scissors with control | _____ | _____ | _____ |

FIRST TRIMESTER CONFERENCE

Parent Signature

SECOND TRIMESTER

THIRD TRIMESTER

| ATTENDANCE | <u>TRIMESTER</u> | | |
|--|------------------|-------|-------|
| | 1 | 2 | 3 |
| Absences, tardies, and/or early check-outs affect progress. | | | |
| Absences | _____ | _____ | _____ |
| Tardies | _____ | _____ | _____ |
| Early Check-outs | _____ | _____ | _____ |
| <input type="checkbox"/> Promoted <input type="checkbox"/> Retained <input type="checkbox"/> Recommended for Retention | | | |
| Student has been assigned to grade _____ for the _____ school year. | | | |