



# Riverview School District #407

## Elementary Student Report Card

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

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

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

**Grade Level:** Kindergarten

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

| ATTENDANCE   | 1 | 2 | Total |
|--------------|---|---|-------|
| Days Present |   |   |       |
| Days Absent  |   |   |       |
| Days Tardy   |   |   |       |

| ADDITIONAL PROGRAMS                         |  |
|---|--|
| Individual Education Program (IEP)          |  |
| Title I, Learning Assistance Program (LAP)  |  |
| English Language Learner (ELL)              |  |
| Program for the Academically Talented (PAT) |  |

### ACADEMIC STANDARDS SCORING GUIDE

|  |   |  |  |   |
|--|---|--|--|---|
| <p><b>4 = Exceeding Grade Level Expectations at Semester</b></p> <ul style="list-style-type: none"> <li>Exceeds expectations for grade level</li> <li>Exhibits exceptional quality work consistently</li> <li>Shows high level of knowledge &amp; understanding</li> <li>Shows creative and new ways of thinking</li> <li>Applies learning to other subject areas and life situations</li> </ul> | <p><b>3 = Meeting Grade Level Expectations at Semester</b></p> <ul style="list-style-type: none"> <li>Meets expectations for grade level</li> <li>Meets requirements for quality work</li> <li>Shows knowledge &amp; understanding</li> <li>Demonstrates sound thinking</li> <li>Applies learning to other subject areas</li> </ul> | <p><b>2 = Working Toward Grade Level Expectations at Semester</b></p> <ul style="list-style-type: none"> <li>Meets some expectations for grade level</li> <li>Meets some requirements for quality work</li> <li>Demonstrates some knowledge &amp; understanding</li> <li>Requires extra time, instruction, assistance, &amp; practice</li> </ul> | <p><b>1 = Below Grade Level Expectations at Semester</b></p> <ul style="list-style-type: none"> <li>Not yet meeting expectations for grade level</li> <li>Seldom meets requirements for quality work</li> <li>Needs more exposure &amp; modeling to develop knowledge &amp; understanding</li> <li>Requires an extended amount of time, instruction, assistance, &amp; practice</li> </ul> | <p><b>X = Introduced</b></p> <ul style="list-style-type: none"> <li>No basis for evaluation at this time</li> </ul> <p><b>+/- = Slightly above or below Grade Level Expectations score</b></p> <p><b>NA = Not Addressed this Semester</b></p> <ul style="list-style-type: none"> <li>No basis for evaluation at this time</li> </ul> <p><b>MC = Modified Curriculum</b></p> |
|--|---|--|--|---|

### CITIZENSHIP AND WORK/STUDY HABITS SCORING GUIDE

|  |  |  |   |
|--|--|--|---|
| <p><b>4 = Exceeding Expectations at Semester</b></p> <ul style="list-style-type: none"> <li>Student consistently and independently exceeds expectations</li> </ul> | <p><b>3 = Meeting Expectations at Semester</b></p> <ul style="list-style-type: none"> <li>Student frequently meets expectations with minimal assistance</li> </ul> | <p><b>2 = Working Toward Expectations at Semester</b></p> <ul style="list-style-type: none"> <li>Student occasionally meets expectations and requires moderate assistance and redirection</li> </ul> | <p><b>1 = Below Expectations at Semester</b></p> <ul style="list-style-type: none"> <li>Student rarely meets expectations and requires considerable assistance and redirection</li> </ul> |
|--|--|--|---|

|   | 1 | 2 |
|---|---|---|
| Follows school and classroom rules                      |   |   |
| Is a self-directed learner and seeks help appropriately |   |   |
| Demonstrates effective organizational skills            |   |   |

|  | 1 | 2 |
|--|---|---|
| Uses time wisely and completes assignments on time |   |   |
| Completes homework on time                         |   |   |
| Evaluates work and sets goals                      |   |   |

Student Name/Grade: \_\_\_\_\_

# ACADEMIC STANDARDS SCORING GUIDE

|   |   |  |   |  |
|---|---|--|---|--|
| <b>4 = Exceeding Grade Level Expectations at Semester</b> | <b>3 = Meeting Grade Level Expectations at Semester</b> | <b>2 = Working Toward Grade Level Expectations at Semester</b> | <b>1 = Below Grade Level Expectations at Semester</b> | <b>X = Introduced</b><br><b>NA = Not Addressed this Semester</b> |
|---|---|--|---|--|

| <b>READING</b>  | <b>1</b> | <b>2</b> |
|---|----------|----------|
| <b>Demonstrates Effort Toward Quality.</b>  |          |          |
| <b>Concepts of Print:</b> uses directionality, identifies parts of a book, recognizes that print represents spoken language, recognizes letters and spaces between words  |          |          |
| <b>Phonological and Phonemic Awareness:</b> identifies rhymes, manipulates and segments words by onset and rime, manipulates sounds to make new words, segments and blends two- and three-phoneme words   |          |          |
| <b>Phonics:</b> identifies letter names and sounds, uses sounds to decode three- and four-letter words  |          |          |
| <b>Word Recognition Skills:</b> reads and recognizes selected sight words in isolation and in text  |          |          |
| <b>Demonstrates Comprehension:</b> understands story sequence (beginning, middle, and end), retells familiar stories  |          |          |
| <ul style="list-style-type: none"> <li>• <b>Comprehension Strategies:</b> asks questions, visualizes, identifies important ideas and details, uses prior knowledge, infers, predicts, and makes connections during shared reading</li> <li>• <b>Knowledge of Text Components:</b> identifies text features (title &amp; page numbers), identifies story elements (setting, character, important events), listens to and discusses a variety of texts</li> </ul> |          |          |

| <b>MATHEMATICS</b>   | <b>1</b> | <b>2</b> |
|--|----------|----------|
| <b>Demonstrates Effort Toward Quality.</b>   |          |          |
| <b>Whole Number Relationships:</b> counts 1-100 and 10-1, identifies numbers to 31, puts together and takes apart 5, uses 5 to describe other numbers, orders numerals 1-10, counts and compares objects                     |          |          |
| <b>Patterns and Operations:</b> copies, extends, describes, creates, and translates patterns   |          |          |
| <b>Addition and Subtraction:</b> models and describes joining and separating with objects  |          |          |
| <b>Geometry:</b> identifies, describes, and sorts 2-D and 3-D figures, describes location of objects   |          |          |
| <b>Measurement:</b> describes length, weight, and capacity of objects using comparative terms (shorter than, lighter than, holds more)   |          |          |
| <b>Reasoning, Problem Solving, and Communication:</b> identifies question and information needed, chooses a strategy, solves problem, answers question, describes how problem was solved, determines if answer is reasonable |          |          |

| <b>WRITING</b>  | <b>1</b> | <b>2</b> |
|---|----------|----------|
| <b>Demonstrates Effort Toward Quality.</b>  |          |          |
| <b>Ideas and Organization:</b> selects topic, writes on one idea using words, adds details using pictures and/or words  |          |          |
| <b>Spelling:</b> uses sound/letter knowledge to spell phonetically, spells some kindergarten high frequency words correctly   |          |          |
| <b>Handwriting:</b> forms letters correctly with reasonable spacing   |          |          |
| <ul style="list-style-type: none"> <li>• <b>Style:</b> uses appropriate style (voice, word choice, and sentence fluency)</li> <li>• <b>Audience &amp; Purpose:</b> writes for different audiences and purposes in a variety of forms (labels, classroom book, etc.)</li> <li>• <b>Writing Process:</b> uses the writing process (pre-writes, drafts, revises, edits, publishes)</li> <li>• <b>Conventions:</b> aware of grammar, punctuation, capitalization</li> </ul> |          |          |

| <b>COMMUNICATION</b>   | <b>1</b> | <b>2</b> |
|--|----------|----------|
| <b>Attentive Behavior:</b> adapts listening behaviors with teacher prompt, attends to a task and teacher instruction, responds to verbal and non-verbal cues, keeps hands still, does not interrupt                    |          |          |
| <b>Comprehends Information:</b> listens and uses observational skills to follow two-step directions, answers questions, describes objects, makes simple inferences, makes personal connections, expresses own feelings |          |          |
| <b>Interacts with Others:</b> uses respectful language, shows respect for others' input, shares ideas, identifies individual similarities and differences  |          |          |
| <b>Presents Ideas:</b> shows awareness of audience, uses visual aids with guidance, faces audience, speaks clearly, uses appropriate speech  |          |          |

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|   |   |  |   |  |
|---|---|--|---|--|
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|---|---|--|---|--|

| <b>SCIENCE</b>   |  | 1 | 2 |
|--|--|---|---|
| <b>Demonstrates Effort Toward Quality.</b>   |  |   |   |
| <ul style="list-style-type: none"> <li><b>Systems:</b> Physical, Living, Earth/Space</li> <li><b>Inquiry:</b> Investigative Skills (explores, observes, sorts)</li> <li><b>Application:</b> Scientific Process - hypothesizes (identify problem/question), plans (materials, procedure), measures, interprets (explain results)</li> <li><b>Communicates Scientific Ideas:</b> verbally and uses pictures, charts or models</li> </ul> |  |   |   |

| <b>PHYSICAL FITNESS/HEALTH</b>  |  | 1 | 2 |
|---|--|---|---|
| Demonstrates physical skills that contribute to movement proficiency                        |  |   |   |
| Follows rules and safety procedures while participating in a variety of physical activities |  |   |   |
| Demonstrates effort by willingly attempting and practicing all challenges                   |  |   |   |

| <b>SOCIAL STUDIES</b>   |  | 1 | 2 |
|---|--|---|---|
| <b>Demonstrates Effort Toward Quality.</b>  |  |   |   |
| <ul style="list-style-type: none"> <li>Understands individual's rights and responsibilities within a community</li> <li>Recognizes similarities and differences among people and cultures</li> <li>Identifies and uses maps and globes</li> </ul> |  |   |   |

| <b>MUSIC</b>   |  | 1 | 2 |
|--|--|---|---|
| Participates and cooperates effectively in class and at programs |  |   |   |
| Demonstrates music skills and concepts                           |  |   |   |

| <b>TECHNOLOGY</b>   |  | 1 | 2 |
|---|--|---|---|
| <b>Demonstrates Effort Toward Quality.</b>  |  |   |   |
| <ul style="list-style-type: none"> <li>Identifies mouse, keyboard, and printer</li> <li>Prints</li> <li>Uses functions on the menu bar such as "File" command</li> <li>Creates one slide/page demonstrating use of art tools</li> </ul> |  |   |   |

| <b>LIBRARY</b>   |  | 1 | 2 |
|--|--|---|---|
| Demonstrates skills in listening, participation, and self management |  |   |   |

| <b>ART</b>  |  | 1 | 2 |
|---|--|---|---|
| <b>Demonstrates Effort Toward Quality.</b>  |  |   |   |
| <ul style="list-style-type: none"> <li>Communicates ideas using different <b>art forms</b></li> <li>Understands basic art <b>concepts and skills (line, shape color)</b></li> </ul> |  |   |   |

| <b>TEACHER COMMENTS</b>        |
|--------------------------------|
| <p><b>First semester:</b></p>  |
| <p><b>Second semester:</b></p> |