



# Kindergarten Standards-Based Report Card

## Status Report Quarter X

School Year \_\_\_\_\_

Quarter 1 \_\_\_\_\_ to \_\_\_\_\_

Quarter 2 \_\_\_\_\_ to \_\_\_\_\_

Quarter 3 \_\_\_\_\_ to \_\_\_\_\_

Quarter 4 \_\_\_\_\_ to \_\_\_\_\_

Principal: \_\_\_\_\_

Phone: \_\_\_\_\_

**STATE OF HAWAII**  
Department of Education

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

**Student ID#:** \_\_\_\_\_ **Grade Level:** 91 **Teacher:** \_\_\_\_\_

Attendance	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Year to Date
Absent					
Late					
Days Present					

### Purpose of Report

This report is designed to inform you about your child's progress toward achieving Hawaii Content and Performance Standards and the Common Core State Standards. The Standards establish high and challenging expectations for all students; describe what students should know, be able to do and care about and serve as the basis for curriculum, instruction, and assessment in Hawaii's public schools. The curriculum for each content area is based on the standards relevant to the area. This report, however, cannot communicate everything you might possibly want to know about your child's current progress. This report should be considered with other information you receive from the school such as your child's work, the open house, conferences, and descriptions of the content taught in your child's grade level. Communication between the family and school staff is highly encouraged. If you have any questions or concerns, please contact your child's teacher or counselor. You may also complete the parent/legal guardian comment section and return it to the teacher.

**General Learner Outcomes (GLOs): The six General Learner Outcomes are the essential goals of standards-based learning for students in all grade levels.**

**GLO Ratings: 4 = Consistently    3 = Usually    2 = Sometimes    1 = Rarely**

General Learner Outcomes (GLOs)	Q1	Q2	Q3	Q4
<b>GLO 1: SELF-DIRECTED LEARNER</b> <i>The ability to be responsible for one's own learning</i> - Works independently and asks for help when needed - Organizes workplace and materials - Makes productive use of class time - Sets goals				
<b>GLO 2: COMMUNITY CONTRIBUTOR</b> <i>The understanding that it is essential for human beings to work together</i> - Participates cooperatively and appropriately with others to achieve shared goals - Shows respect and recognizes the feelings of others - Follows school and classroom rules - Makes good choices				
<b>GLO 3: COMPLEX THINKER</b> <i>The ability to demonstrate critical thinking and problem-solving strategies</i> - Uses prior knowledge and experiences to solve problems - Explains answers and makes adjustments - Solves problems in different ways				
<b>GLO 4: QUALITY PRODUCER</b> <i>The ability to recognize and produce quality performance and quality products</i> - Strives to complete work neatly and correctly - Sets and strives toward learning goals				
<b>GLO 5: EFFECTIVE COMMUNICATOR</b> <i>The ability to communicate effectively</i> - Speaks effectively in front of a group - Listens attentively to gain understanding - Follows directions - Contributes effectively through speaking, drawing and writing				
<b>GLO 6: EFFECTIVE AND ETHICAL USER OF TECHNOLOGY</b> <i>The ability to use a variety of technologies effectively and ethically</i> - Uses various technology to find information - Uses various technology to create new products - Explains how technology is used every day - Uses technology in a responsible manner				

**Kindergarten Report Card (School Year) for Last, First**

<b>Status Report Scale</b>	<b>Proficiency Level Descriptors</b>
MP = Meets with Proficiency	Demonstrates acceptable achievement of the targeted benchmarks/standards.
DP = Developing Proficiency	Is approaching acceptable achievement of the targeted benchmarks/standards.
NY = Not Yet Meeting Proficiency	Requires more time and experiences; and shows limited achievement of the targeted benchmarks/standards.
NA = Not Applicable at This Time	Has not been graded at this time. A grade will be given at the end of the year.
SC = See Teacher Comments	

<b>The Status Report given at the end of each quarter provides a standards-based grade of the student's achievement based on student progress toward goals, expectations, and targets taught during each interval of instruction.</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>YR</b>
<b>The Status Report given for the year provides a standards-based grade of the student's achievement for the year.</b>					
<b>Content Areas</b>					

**ENGLISH LANGUAGE ARTS**

<b>Reading: Literature</b> - Understand important ideas and details from a range of texts - Understand the craft and structure of texts (e.g. types of texts, author's craft, vocabulary) - Integrate knowledge and ideas from texts - Engage in group reading activities with purpose and understanding					
<b>Reading: Informational Text</b> - Understand important ideas and details from a range of texts - Understand the craft and structure of texts (e.g. types of texts, author's craft, vocabulary) - Integrate knowledge and ideas from texts - Engage in group reading activities with purpose and understanding					
<b>Reading: Foundational Skills</b> - Understand how texts are organized and basic features of print - Understand spoken words, syllables, and sounds - Know and apply grade-level phonics and word analysis skills in decoding words - Read emergent reader texts with purpose and understanding					
<b>Recognize and name uppercase letters:</b> A B C D E F G H I J K L M N O P Q R S T U V W X Y Z <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
<b>Recognize and name lowercase letters:</b> a b c d e f g h i j k l m n o p q r s t u v w x y z <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
<b>Associate sounds with letters taught:</b> A B C D E F G H I J K L M N O P Q R S T U V W X Y Z <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
<b>Writing</b> - Use a combination of drawing, dictating, and writing to compose various types of writing for different purposes - Engage in the production and distribution of writing - Engage in research to build and present knowledge					
<b>Speaking and Listening</b> - Engage in collaborative conversations with understanding - Engage in the presentation of knowledge and ideas					
<b>Language</b> - Demonstrate command of standard English conventions - Acquires and uses vocabulary from texts and conversations					

## Kindergarten Report Card (School Year) for Last, First

<b>MATHEMATICS</b>					
<b>Counting and Cardinality</b> - Know number names and the count sequence - Count to tell the number of objects - Compare numbers					
<b>Write numbers from 0 to 20</b> 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
<b>Represent a number of objects with a written numeral 0 to 20</b> 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
<b>Operations and Algebraic Thinking</b> - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from					
<b>Number and Operations in Base Ten</b> - Work with numbers 11 to 19 to gain foundations for place value					
<b>Measurement and Data</b> - Describe and compare measurable attributes - Classify objects and count the number of objects in each category					
<b>Geometry</b> - Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) - Analyze, compare, create, and compose shapes					
<b>SCIENCE</b>					
Physical Science					
Life Science					
Earth & Space Science					
Engineering					
<b>SOCIAL STUDIES</b>					
Cultural Anthropology					
Economics					
Geography					
History					
Political Science/Civics					
<b>FINE ARTS</b>					
Visual Arts					
Performance Arts					
<b>ADDITIONAL CONTENT AREAS</b>					
<b>Health</b>					
<b>Physical Education</b>					
<b>Career and Technical Education</b>					
<b>Computer Science</b>					

**Kindergarten Report Card (School Year) for Last, First**

Student Name: \_\_\_\_\_  
Student ID#: \_\_\_\_\_ School: \_\_\_\_\_ School Year: \_\_\_\_\_

**Teacher Comments Quarter 1**

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

**Teacher Comments Quarter 2**

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

**Teacher Comments Quarter 3**

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

**Teacher Comments Quarter 4**

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

**Kindergarten Report Card (School Year) for Last, First**

Student Name: \_\_\_\_\_  
Student ID#: \_\_\_\_\_ School: \_\_\_\_\_ School Year: \_\_\_\_\_

**Student Comments Quarter X**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Parent/Legal Guardian Comments Quarter X**

Parent/Legal Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**Student/Parent/Legal Guardian (Return this signed sheet to School)**

**Note: To be filed in the student's Cumulative Folder**