

Elmwood Park CUSD 401

Elmwood Elementary - Principal:

2319 N. 76th Ave.

Elmwood Park IL 60707

708-452-3558

Grade KG Standards Based Report Card

Student Info
Student Number:
Name:
Grade:
Homeroom:

Attendance	T1	T2	T3
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The purpose of the standards based report card is to accurately communicate with parents, students and staff a measure of a student's academic and behavior progress and to guide improvements when needed.

Academic Levels of Performance	
4	Exceeds Grade Level Standards - Student demonstrates understanding beyond grade level standards
3	Meets Grade Level Standards - Student demonstrates understanding of grade level standards
2	Developing Grade Level Standards - Student demonstrates partial understanding of grade level standards
1	Below Grade Level Standards - Student demonstrates minimal understanding of grade level standards
	Not assessed this trimester

Language Arts			
	T1	T2	T3
Reading comprehension			
With prompting and support, identify the main topic and retell key details of a text.			
With prompting and support, retell familiar stories, including key details.			
Speaking and Listening			
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.			
Writing			
Recall information from experiences or gather information from provided sources to answer a question.			
Language			
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Foundational Skills			
Demonstrate understanding of the organization and basic features of print.			
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			

Math			
	T1	T2	T3
Kindergarten Math			
Counting & Cardinality			
Counting & Cardinality - A			
Count to 100 by ones and by tens.			
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).			
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).			
Counting & Cardinality - B			
When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.			
Understand the relationship between numbers and quantities; connect counting to cardinality.			
Understand that each successive number name refers to a quantity that is one larger.			
Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.			
Count to answer how many? questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.			
Counting & Cardinality - C			
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.			
Compare two numbers between 1 and 10 presented as written numerals.			
Operations and Algebraic Thinking			
Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.			
Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.			
Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).			
For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.			
Fluently add and subtract within 5.			

KG Grade Report Card

(Continued)				T1	T2	T3
Number and Operations in Base 10						
Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.						
Measurement and Data						
Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.						
Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.						
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.						
Geometry						
Geometry - A						
Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.						
Correctly name shapes regardless of their orientations or overall size.						
Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).						
Geometry - B						
Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length).						
Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.						
Compose simple shapes to form larger shapes. For example, Can you join these two triangles with full sides touching to make a rectangle?						
Social Studies						
				T1	T2	T3
Inquiry						
Create questions to help guide inquiry about a topic with guidance from adults and/or peers.						
Gather information from one or two sources with guidance and support from adults and/or peers.						
Evaluate a source by distinguishing between fact and opinion.						
Ask and answer questions about arguments and explanations.						
Geography						
Explain how weather, climate, and other environmental factors affect people's lives.						
History						
Compare life in the past with life today.						
Explain the significance of our national holidays and the heroism and achievements of the people associated with them.						
Science						
				T1	T2	T3
Physical Science						
Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.						
Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.						
Make observations to determine the effect of sunlight on Earth's surface.						
Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.						
Life Science						
Use observations to describe patterns of what plants and animals (including humans) need to survive.						
Earth and Space Science						
Use and share observations of local weather conditions to describe patterns over time.						
Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live						
Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.						
Labs and Activities						
Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.						
Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.						
Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.						
Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.						

KG Grade Report Card

Work Habits				
Marzillo, Lisa		T1	T2	T3
Be Responsible				
Be Respectful				
Be Ready				

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Physical Education			
	T1	T2	T3
Team Building			
Demonstrate personal responsibility during group physical activities			
Work cooperatively with another to accomplish an assigned task			
Movement Skills			
Analyze various movement concepts and applications			
Demonstrate physical competency in a variety of motor skills and movement patterns			
Demonstrate knowledge of rules, safety, and strategies during physical activity			
Be Responsible			
Be Respectful			
Be Ready			

Teacher Comments	
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Art			
	T1	T2	T3
Responding			
People gain insights into meanings of artworks by engaging in the process of art criticism.			
Connecting			
Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.			
Creating			
Creativity and innovative thinking are essential life skills that can be developed.			
Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.			
Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.			
Be Responsible			
Be Respectful			
Be Ready			

Teacher Comment	
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Technology			
	T1	T2	T3
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.			
Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.			
Be Responsible			
Be Respectful			
Be Ready			

Teacher Comments	
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Music			
	T1	T2	T3
Performing Music			
Select, analyze, and interpret artistic work for presentation.			
Develop and refine artistic techniques and work for presentation.			
Convey meaning through the presentation of artistic work.			
Creating Music			
Generate and conceptualize artistic ideas and work.			
Organize and develop artistic ideas and work.			
Revise, refine, and complete artistic work.			
Be Responsible			
Be Respectful			
Be Ready			

Teacher Comments	
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