



# Willow Grove Kindergarten and Early Childhood Report Card

777 Checker Drive  
Buffalo Grove, IL 60089

KCSD96

Student:  
Grade: K  
Year: 2016-17

	T1
Present	
Absent	
Tardy	

### Report Card Purpose:

The purpose of the District 96 Kindergarten and Early Childhood Report Card is to clearly communicate student achievement of grade level specific learning targets and student work habits.

### REPORTING SCALE FOR KINDERGARTEN ACADEMIC LEARNING TARGETS

**Extends (E):** In addition to the “Mastery” criteria, the student demonstrates more complex learning that goes beyond what was explicitly taught. This category may not apply to some learning targets. *ONLY TARGETS WITH A DOUBLE ASTERISK (\*\*) CAN BE EXTENDED.*

**Mastery (M):** The student shows mastery of the learning target. The student grasps and applies the key concepts, processes, and skills for the grade-level. This is the expectation for students in the final trimester a learning target appears on the report card.

**Developing Mastery (D):** The student is beginning to, and occasionally does, demonstrate understanding of the target. The student is able to grasp and apply some key concepts, processes, and skills but may need additional support at times to be successful.

**Not Mastering (N):** The student is not mastering and has made little progress toward mastery of the target. The student is working on concepts, processes, and skills learning to grade level work. The student needs additional support and practice to show progress towards grade-level expectations.

**No Grade (NG):** The student was not assessed during this term for this standard.

**Not Enough Evidence (NEE):** The teacher does not have enough evidence to determine mastery. See comments for more information.

### REPORTING SCALE FOR EARLY CHILDHOOD ACADEMIC LEARNING TARGETS

**A- Age Appropriate:** The student has met that target for their age equivalency.

**D- Developing:** The student is beginning to show understanding of the concept and beginning to use those concepts.

**N-Needs Support:** The student may need additional support in order to accomplish the target. That support can be extra assistance from the teacher or therapist (if applies) by using verbal, visual, or physical prompting when needed.

**NA- Not Applicable:** The student does not have to demonstrate understanding of that target based on their age. There are many skills that are not expected of a three year old student to develop. In those areas of development, you may see an “N” marked to show that we are not looking at that target at this time.

Kindergarten Fine Motor - Mrs. P. Buban	T1
<b>Fine Motor</b>	
Traces and cuts	
Traces on a line.	
Cuts on a line.	
Writes names using upper and lower case letters	
Writes first name.	

Kindergarten Literacy - Mrs. P. Buban	T1
<b>Literacy</b>	
Literature	
** (T1, T2, T3) With prompting and support, retell familiar stories, identify characters, settings, and major events in a story including key details and ask and answer questions about key details in a text.	
** (T1, T3) Recognize common types of texts (e.g., storybooks, poems), and name the author and illustrator of a story and define the role of each in telling the story.	
** (T1, T3) With prompting and support, describe the relationships between illustrations and what moment in a story an illustration depicts.	
Informational Text	

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Kindergarten Literacy - Mrs. P. Buban (continued)	T1
** (T1, T2, T3) With prompting and support, identify the main topic, retell key details, describe the connection between two individuals, events, ideas, or pieces of information in a text and ask and answer questions about key details.	
** (T1, T3) Identify the front cover, back cover, and title page of a book, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
General Writing: Production and Distribution	
** (T1) With prompting and support, plan and organize for the appropriate type of writing. (Narrative, Informative and Opinion writing-Write Tools procedures and structures)	
Narrative Writing	
** (T2) Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	
Foundational Skills: Print Concepts	
** (T1) Demonstrate understanding of the organization and basic features of print.	
** (T1) Recognize and name all upper- and lowercase letters of the alphabet.	
Foundational Skills: Phonics and Word Recognition	
** (T1) Read common high-frequency words by sight (Sets 1&2)	
Language: Vocabulary	
** (T1, T2, T3) Determine or clarify the meaning of unknown and multiple-meaning words and phrases and explore word relationships and nuances in word meanings based on kindergarten reading and content.	
EFFORT: Demonstrates attitudes and behaviors that lead to successful learning.	

Kindergarten Math - Mrs. P. Buban	T1
<b>Math</b>	
Counting and Cardinality	
(T1) Count to 20 starting at any number.	
** (T1) Count and write numbers 0-10.	
** (T1) Count 10 objects saying the numbers in order, pointing to one object at a time. (1:1 correspondence)	

Social Behaviors/Personal Habits - Mrs. P. Buban	T1
<b>Learner Characteristics</b>	
Manages time effectively to complete tasks.	
Follows spoken directions.	
Demonstrates expected school behaviors.	
Shows respect for the safety and feelings of others.	
Participates actively in class.	
Works independently.	
Listens without interrupting.	
Shows self confidence.	
Shows self control.	
Cooperates in a learning environment.	

Kindergarten Science - Mrs. P. Buban	T1
<b>Kindergarten Science</b>	
Physical Science	
(T1) Compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	
** (T1) 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.	

Kindergarten Physical Education - Mrs. S. Ogara	T1
<b>Kindergarten Physical Education</b>	
Movement Skills	
Demonstrate locomotor, non-locomotor and manipulative skills.	
Physical Fitness	
Team Building	
Follow directions when participating in physical activity.	
Perform independently and cooperatively when participating in physical activity.	
Health Promotion, Prevention and Treatment	
Understand and apply basic age-appropriate principles of health promotion. Identify positive health choices (washing hands, eating fruits/vegetables)	
Human Body Systems	
Locate the brain and the heart.	
Communication and Decision-Making	