



**SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT**  
KINDERGARTEN REPORT CARD

<b>NAME:</b>	<b>STUDENT ID#:</b>	<b>ACADEMIC YEAR</b>  <b>2015-16</b>
<b>SCHOOL:</b>	<b>TEACHER:</b>	

**ACADEMIC PERFORMANCE KEY**

Overall Subject Grade		Subtopic Key	
3	<b>Achieving Standards:</b> Student consistently demonstrates grade-level expectations for concepts and skills.	+	<b>Area of Strength</b>
2	<b>Nearly Meets or Making Progress:</b> Student is making progress towards basic understanding of grade-level concepts and skills with assistance.	√	<b>At Standard / Developing Appropriately</b>
		N	<b>Needs More Time</b>
1	<b>Not Yet Making Sufficient Progress:</b> Student shows an emerging awareness of concepts and skills.	X	<b>Not Evaluated at this Time</b>

<b>ENGLISH LANGUAGE ARTS</b>	T1	T2	T3
<i>Claim: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>			
<b>READING</b>			
<b>Foundational Skills – Print Concepts</b> • Follows print from left to right • Recognizes and names upper/lower case letters			
<b>Foundational Skills – Phonological Awareness</b> • Blends sounds • Segments sounds • Substitutes sounds			
<b>Foundational Skills – Phonics and Word Recognition</b> • Knows letter sounds (31) • Reads sight words and CVC words			
<b>Informational Text</b> • Identifies main topic and retells key details of text • Asks and answers questions about unknown words in text • Identifies reasons author gives to support points in text. • Identifies basic similarities in and differences between two texts on the same topic			
<b>Literature</b> • Identifies characters, setting, and major events in a story • Asks and answers questions about key details in texts • Reads grade-level text accurately and fluently to support comprehension • Actively engages in group reading activities with purpose and understanding			
<b>READING LEVEL</b>			
<i>Claim: Students can produce effective and well-grounded writing for a range of purposes and audiences.</i>			
<b>WRITING</b>			
<b>Narrative</b>			
<b>Informational</b>			
<b>Opinion</b>			
<b>LANGUAGE</b>			
<b>Language Conventions</b> • Prints upper and lower case letters correctly • Uses frequently occurring nouns and verbs • Capitalizes the first word in a sentence and the pronoun "I" • Recognizes and names end punctuation • Uses phonetic spelling			

<b>ENGLISH LANGUAGE ARTS (continued)</b>	T1	T2	T3
<i>Claim: Students can employ effective speaking and listening skills for a range of purposes and audiences. Students can engage in research/inquiry to investigate topics, and to analyze, integrate and present information.</i>			
<b>LISTENING AND SPEAKING</b>			
<b>Comprehension and Collaboration</b> • Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups			
<b>Presentation of Knowledge and Ideas</b> • Asks and answers questions in order to seek help, get information, or clarify something that is not understood • Speaks audibly and expresses thoughts, feelings, and ideas clearly			
<b>MATHEMATICS</b>			
<i>Claim: Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency. Students can frame and solve a range of complex problems with pure and applied mathematics.</i>			
<b>MATH FLUENCY AND CONCEPTUAL UNDERSTANDING</b>			
<b>Counting and Cardinality</b> • Counts to 100 by ones and by tens • Counts forward from a given number up to 100 • Writes and recognizes numerals 0-20 • Makes a set of objects for a given number • Understands and applies concepts of greater than, less than, and equal up to 10			
<b>Operations and Algebraic Thinking</b> • Fluently adds and subtracts within 5 • Solves addition and subtraction problems within 10			
<b>Number and Operations in Base Ten</b> • Composes and decomposes numbers from 11-19			
<b>Geometry</b> • Identifies and describes 2 and 3 dimensional shapes • Analyzes, compares, creates and composes shapes			



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<i><b>MATHEMATICS</b></i> (continued)	<b>T1</b>	<b>T2</b>	<b>T3</b>
<i><b>Claim: Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others Students can analyze complex, real-world scenarios and can use mathematical models to interpret and solve problems.</b></i>			
<b>MATHEMATICAL PRACTICES AND PROBLEM SOLVING SKILLS</b>			
Demonstrates reasoning/Provides explanations			
Demonstrates modeling and use of tools			
Generalizes/Make use of structure			
<b>SCIENCE</b>			
Demonstrates understanding of science concepts in classroom			
<b>SOCIAL STUDIES</b>			
Demonstrates understanding of social studies concepts			
<b>PHYSICAL EDUCATION</b>			
Participates actively in physical education			
<b>VISUAL AND PERFORMING ARTS</b>			
Participates actively in music			
Participates actively in art			
<b>COLLEGE, CAREER AND COMMUNITY READINESS</b>			
Follows rules and directions			
Respects people and property			
Exercises control			
Collaborates effectively			
Writes legibly			
Uses time constructively			
Puts forth effort			
Exhibits organizational skills			
Completes and turns in assignments			
Uses technology ethically and effectively			
<b>ATTENDANCE</b>			
Total Days			
Days Tardy			
Days Absent			
<b>RECOMMENDED PLACEMENT FOR NEXT YEAR</b>	<b>GRADE</b>		
_____ Date _____	_____		
Teacher Signature	Date		

<b>Trimester 1 - Comments/Student Goals:</b>
<input type="checkbox"/> Additional Information Attached <span style="float:right;">_____ Teacher Signature</span>
<b>Trimester 2 - Comments/Student Goals:</b>
<input type="checkbox"/> Additional Information Attached <span style="float:right;">_____ Teacher Signature</span>
<b>Trimester 3 - Comments/Student Goals:</b>
<input type="checkbox"/> Additional Information Attached <span style="float:right;">_____ Teacher Signature</span>