

Kindergarten Common Core



Report Card

Kindergarten Report Card 2025, Semester 1

Student: _____ Teacher: _____

Performance Indicator	Exceeds Standard	Meets Standard	Developing	Beginning
English/Language Arts				
Literature & Informational Text				
Recognizes key details in a story				
Relates familiar stories with beginning, middle, and end				
Identifies characters, settings, and events				
Asks and answers questions about stories				
Identifies main topics and supports with details				
Foundational Skills				
Recognizes and names upper and lower case letters				
Phonics: letter sounds, syllables, and words				
Fluently reads and understands text				
Recognizes sight words (high frequency words)				
Writes simple emergent reader text				
Writing				
Draws, dictates, and writes to express ideas				
Draws, dictates, and writes information				
Uses phonics, spelling and punctuation				
Uses capital letters and punctuation				

English/Language Arts

Indicator	1	2	3	4
Speaking & Listening				
Participates in collaborative conversations				
Follows agreed-upon rules for collaborative conversations				
Describes people, places, objects, and events				
Relates events in a story				
Identifies characters, settings, and events				
Asks and answers questions about stories				
Identifies main topics and supports with details				
Foundational Skills				
Recognizes and names upper and lower case letters				
Phonics: letter sounds, syllables, and words				
Fluently reads and understands text				
Recognizes sight words (high frequency words)				
Writes simple emergent reader text				
Writing				
Draws, dictates, and writes to express ideas				
Draws, dictates, and writes information				
Uses phonics, spelling and punctuation				
Uses capital letters and punctuation				

Mathematics

Indicator	1	2	3	4
Counting and Cardinality				
Counts to 100 by ones and tens				
Writes numbers from 0 to 10				
Counts to tell the number of objects				
Compares numbers and quantities				
Operations and Algebraic Thinking				
Represent addition and subtraction with objects or drawings				
Solves addition and subtraction word problems within 10				
Fluently adds and subtracts within 10				
Number and Operations in Base Ten				
Understands place value (tens and ones)				
Compares and decomposes numbers 10-100				
Measurement and Data				
Describes and compares measurable attributes				
Sorts and classifies objects				
Represent and interpret data				
Geometry				
Identifies and names basic shapes				
Describes positions of objects				
Explains, compares, and creates shapes				
Classifies				

How to utilize a Report Card

1. Understand the Format

Common Core report cards are typically organized into sections:

- Each subject is broken into specific skills.
- Progress is usually marked with performance levels.
- Exceeds the Standard
- Meets the Standard
- Developing
- Beginning

2. Collect Evidence Throughout the Grading Period

- Use assessments, observations, and samples of student work to document performance.
- Many standards include a checklist to help you track each student's progress.

3. Score Each Standard

- For each standard listed on the report card, check the box that best describes the student's performance.
- Check the box that best describes the student's performance.

4. Add Comments

- Use the comment section to highlight student strengths and areas for improvement.

5. Report to Family

- Share the student's progress with family members.
- Use the report card as a tool to discuss the student's progress with family members.

Editable

Comment Bank

1. English Language Arts

Reading

- Student enjoys listening to stories and can retell key events with detail.
- Student identifies story elements such as characters, setting, and major events.
- Student is beginning to ask and answer questions about stories and conflict lines.
- Student is beginning to compare and contrast stories and identify how they are similar.
- Student enjoys playing games to understand and learn about what you read.

Foundational Reading Skills

- Student recognizes most upper and lowercase letters and their sounds.
- Student is beginning to blend sounds to read simple words.
- Student understands how and why to play with words and syllables.
- Student is building early phonics skills and is learning to decode words.
- Student is working on letter recognition and basic sound-letter relationships.

Writing

- Student expresses ideas through drawings, letters, and words.
- Student writes simple sentences to share thoughts and ideas.
- Student is beginning to use punctuation and capitalization.
- Student is working on letter recognition and basic sound-letter relationships.

& More Tools



Common Core Report Card Comments

Russell L. Hamm



Common Core Report Card Comments:

The Other Side of the Report Card Maurice J. Elias, Joseph J. Ferrito, Dominic C. Mocer, 2015-12-14 To better serve the whole child look at the whole report card Although parents and teachers spend more time in conferences talking about behavior than they do about rubrics and test scores too many teachers are still guessing when it comes to using outdated behavior ratings and comments to describe the whole child With this book you ll take report cards to the next level integrating social emotional learning and character development into any grading system Resources include Guided exercises for analyzing existing report cards Suggested report card designs Tips on improving teacher parent communication Case studies Testimonials from teachers and students Writing Effective Report Card Comments Kathy Dickenson Crane, 2007-08 Thoughtful and constructive report card comments can improve parent teacher communication and student performance Each book features hundreds of ready to use comments in a variety of specific areas in academic performance and personal development General messages are also included as well as a robust list of helpful words and phrases **How to Grade for Learning** Ken O'Connor, 2017-10-04 Implement standards based grading practices that help students succeed Classroom assessment methods should help students develop to their full potential but meshing traditional grading practices with students achievement on standards has been difficult Making lasting changes to grading practices requires both knowledge and willpower Discover eight guidelines for good grading recommendations for practical applications and suggestions for implementing new grading practices as well as The why s and the how to s of implementing standards based grading practices Tips from 48 nationally and internationally known authors and consultants Additional information on utilizing level scores rather than percentages Reflective exercises Techniques for managing grading more efficiently

Teachers' Messages for Report Cards, Grades K - 8 McDonald, Ruggieri, 2014-12-01 This third edition of our best selling resource makes it easy to add a personal touch to each child s report card and to establish positive and effective interaction between home and school Revised with updated messages for a wide variety of classroom and playground situations the messages are sorted by topic and are easy to adapt to other communications with parents It features an easy 6 x 9 take home size and includes 48 pages **Handbook of Social and Emotional Learning** Joseph A. Durlak, Celene E. Domitrovich, Roger P. Weissberg, Thomas P. Gullotta, 2016-10-26 The burgeoning multidisciplinary field of social and emotional learning SEL now has a comprehensive and definitive handbook covering all aspects of research practice and policy The prominent editors and contributors describe state of the art intervention and prevention programs designed to build students skills for managing emotions showing concern for others making responsible decisions and forming positive relationships Conceptual and scientific underpinnings of SEL are explored and its relationship to children s and adolescents academic success and mental health examined Issues in implementing and assessing SEL programs in diverse educational settings are analyzed in depth including the roles of school and district level leadership teacher training and school family

partnerships The Education of Our Talented Children Hyman George Rickover,1957 **Just the Right Words** Inc.
 Scholastic,Mona Melwani,2003 More than 200 model narratives help teachers find the words for their report cards for every
 situation Contains comments for student achievement in every content area and language for addressing behavioural and
 social issues as well as sentence stems word lists and report card writing tips **ERS Spectrum** ,1999 *Addresses* U.S.
 Atomic Energy Commission,1956-11-15 *Report* ,1979 *Turning Points* Carnegie Council on Adolescent Development.
 Task Force on Education of Young Adolescents,1989 June 1989 Bibliography p 86 92 **Core Curriculum as Conceived by**
Junior High School Teachers of Core and by Junior High School Principals of Schools that Have Core Programs in
the State of Minnesota Russell L. Hamm,1960 **Kentucky Administrative Regulations Service** ,2005
 Administrative Register of Kentucky ,2005 *BNA's Banking Report* ,1998 **Report** Saskatchewan. Geology
 Division,1972 **Conversations** Regie Routman,2000 In this long awaited volume Regie Routman continues the discussion
 she began in the best selling *Invitations* and further explores the full universe of an effective language arts and literacy
 program across the curriculum Congressional Record United States. Congress,2000 The Congressional Record is the
 official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session
 The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in *The Debates and*
Proceedings in the Congress of the United States 1789 1824 the *Register of Debates in Congress* 1824 1837 and the
Congressional Globe 1833 1873 *California Quarterly of Secondary Education* ,1934 Standard & Poor's Creditweek
 ,2006

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