

Kindergarten Report Card

Student: _____

School Year: _____

Teacher: _____

School: _____

FOUNDATIONS (F)	Q1	Q2	Q3	Q4
Phonological Awareness (PA)				
K.F.PA.4 Syllables	321	321	321	321
	Blend and segment syllables in spoken words. (c)	Blend and segment syllables in spoken words. (c)	Blend and segment syllables in spoken words. (c)	Blend and segment syllables in spoken words. (c)
K-1.F.PA.6 Phonemic Awareness	321	321	321	321
		Blend, count, and segment up to three phonemes in spoken one-syllable words. (c)	In spoken one-syllable words (up to three phonemes) blend, segment, count, add, delete, and substitute individual sounds. (c, d)	In spoken one-syllable words (up to three phonemes) blend, segment, count, add, delete, and substitute individual sounds. (c, d)
Concepts of Print (CP)				
K.F.CP.3 Mechanics of Print Texts	321	321	321	321
	Recognize that words are separated by spaces, sentences begin with capital letters, and punctuation signals the end of sentence. (b, c)	Recognize that words are separated by spaces, sentences begin with capital letters, and punctuation signals the end of sentence. (b, c)	Recognize that words are separated by spaces, sentences begin with capital letters, and punctuation signals the end of sentence. (b, c)	Recognize that words are separated by spaces, sentences begin with capital letters, and punctuation signals the end of sentence. (b, c)
K.F.CP.4 Alphabet Knowledge	321	321	321	321
	Name and identify each uppercase and lowercase letter in random order. (b)	Name and identify each uppercase and lowercase letter in random order. (b)	Name and identify each uppercase and lowercase letter in random order. (b)	Name and identify each uppercase and lowercase letter in random order. (b)
Phonics (P)				
K-2.F.P.1 Phoneme-Grapheme Correspondences	321	321	321	321
	Identify and produce basic one-to-one phoneme-grapheme correspondences for consonants and long and short vowels. (a, b)	Identify and produce basic one-to-one phoneme-grapheme correspondences for consonants and long and short vowels. (a, b)	Identify and produce basic one-to-one phoneme-grapheme correspondences for consonants and long and short vowels. (a, b)	Identify and produce basic one-to-one phoneme-grapheme correspondences for consonants and long and short vowels. (a, b)
K-2.F.P.2 Decoding with Phonics	321	321	321	321
		Blend letter sounds to decode simple one-syllable words, including regularly spelled and parts of irregularly spelled high-frequency words. (a, b)	Blend letter sounds to decode simple one-syllable words, including regularly spelled and parts of irregularly spelled high-frequency words. (a, b)	Blend letter sounds to decode simple one-syllable words, including regularly spelled and parts of irregularly spelled high-frequency words. (a, b)
K-2.F.P.3 Encoding with Phonics	321	321	321	321
		Use letter/sound correspondences to spell simple one-syllable words, including both regular and irregular high frequency words. (a, b)	Use letter/sound correspondences to spell simple one-syllable words, including both regular and irregular high frequency words. (a, b)	Use letter/sound correspondences to spell simple one-syllable words, including both regular and irregular high frequency words. (a, b)
Fluency (F)				
K-2.F.F.1 Oral & Silent Reading Fluency	321	321	321	321
			Read regularly and irregularly spelled high frequency words in isolation and context with increasing automaticity. (a)	Read regularly and irregularly spelled high frequency words in isolation and context with increasing automaticity. (a)
Handwriting (H)				
K-2.F.H.1 Motor skills and Letter/Word Formation	321	321	321	321
	Forms uppercase and lowercase letters and write own name. (a, b)	Forms uppercase and lowercase letters and write own name. (a, b)	Forms uppercase and lowercase letters and write own name. (a, b)	Forms uppercase and lowercase letters and write own name. (a, b)
K-2.F.H.1 Motor skills and Letter/Word Formation	321	321	321	321
	Space between letters, words, and sentences. (c)	Space between letters, words, and sentences. (c)	Space between letters, words, and sentences. (c)	Space between letters, words, and sentences. (c)
LANGUAGE	Q1	Q2	Q3	Q4
Grammar and Conventions (GC)				
K-2.L.GC.1: Grammar, Usage, & Mechanics	321	321	321	321
		Apply conventions of standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate in written and spoken language.	Apply conventions of standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate in written and spoken language.	Apply conventions of standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate in written and spoken language.
K-2.L.GC.2 Syntax	321	321	321	321
			Recognize conventional sentences always include a subject and predicate. (a)	Recognize conventional sentences always include a subject and predicate. (a)
Vocabulary (V)				
K-2.L.V.1 General, Academic, and Specialized Vocabulary	321	321	321	321
			Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings. (b)	Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings. (b)

TEXTS (T): INTERPRETING	Q1	Q2	Q3	Q4
Context (C)				
K-2.T.C.1 Purpose & Audience	321	321	321	321
		Identify the general purpose and target audience in a variety of texts. (a)		Identify the general purpose and target audience in a variety of texts. (a)
K-2.T.C.2 Authors & Speakers	321	321	321	321
	Identify the authors and illustrators and explain their roles. (a)		Identify the authors and illustrators and explain their roles. (a)	Identify the authors and illustrators and explain their roles. (a)
Structures & Styles (SS)				
K-2.T.SS.1 Organization	321	321	321	321
		Identify and use text features to determine if a text is fiction or nonfiction. (a)		Identify and use text features to determine if a text is fiction or nonfiction. (a)
K-2.T.SS.2 Craft	321	321	321	321
			Identify interesting and or descriptive words that express feelings or appeal to the senses in texts. (a)	Identify interesting and or descriptive words that express feelings or appeal to the senses in texts. (a)
Techniques (T)				
K-2.TT.1-4 Narrative, Expository, Opinion, and Poetic Techniques	321	321	321	321
		Identify structures and elements within a given text. (1a, 2a, 3a, 4a)	Identify structures and elements within a given text. (1a, 2a, 3a, 4a)	Identify structures and elements within a given text. (1a, 2a, 3a, 4a)
Research and Analysis (RA)				
K-2.T.RA.1 Research & Inquiry	321	321	321	321
	With adult support, ask questions about topics of interest for research. (a)		With adult support, ask questions about topics of interest for research. (a)	With adult support, ask questions about topics of interest for research. (a)
K-2.T.RA.1 Curating Sources & Evidence	321	321	321	321
		With adult support, refer to parts of text when supporting an idea, answer, or opinion. (a)		With adult support, refer to parts of text when supporting an idea, answer, or opinion. (a)
TEXTS: (T) CONSTRUCTING	Q1	Q2	Q3	Q4
Structure and Style (SS)				
K-2.T.SS.1 Organization	321	321	321	321
	With adult support, retell events and actions in sequence. (c)		With adult support, retell events and actions in sequence. (c)	With adult support, retell events and actions in sequence. (c)
K-2.T.SS.1 Craft	321	321	321	321
		With adult support, use interesting and/or descriptive words to craft engaging texts. (b)		With adult support, use interesting and/or descriptive words to craft engaging texts. (b)
Techniques (T)				
K-2.TT.1-4 Narrative, Expository, Opinion, and Poetic.	321	321	321	321
		Use a combination of drawing, labeling, writing, and dictating to create a text with identified techniques. (1e, 2c, 3c, 4b)	Use a combination of drawing, labeling, writing, and dictating to create a text with identified techniques. (1e, 2c, 3c, 4b)	Use a combination of drawing, labeling, writing, and dictating to create a text with identified techniques. (1e, 2c, 3c, 4b)
Reading Proficiency Status			Above Grade-level On Grade-level Below Grade-level	Above Grade-level On Grade-level Below Grade-level
MATH	Q1	Q2	Q3	Q4
Relationships of Numbers up to 20 Connected to Cardinality K.NR.1	321	321	321	321
	Cardinality within 10.	Cardinality within 20.		Cardinality within 20.
Count Sequences within 100 to Count Forward and Within 20 Backward in Sequence K.NR.2	321	321	321	321
	Count forward to 50 by 1s and 10s.	Count forward to 100 by 1s and 10s.	Count backward from 20.	Count forward within 100 and backward within 20 from any number.
Place Value Understanding to Compose and Decompose Numbers from 11-19 K.NR.3	321	321	321	321
			Compose and decompose numbers 11-19.	Compose and decompose numbers 11-19.
Identify, Write, Represent, and Compare Numbers up to 20 K.NR.4	321	321	321	321
	Identify and represent numbers 0-10.	Identify and represent numbers 0-20.	Represent and write numbers 0-20.	Compare numbers up to 20.

Addition and Subtraction Fluency within 5 K.NR.5.4	321	321	321	321
			Fluently add and subtract within 5 using a variety of strategies.	Fluently add and subtract within 5 using a variety of strategies.
Solving Real-life Problems within 10 K.NR.5	321	321	321	321
			Solve authentic addition and subtraction problems within 10 using a variety of strategies.	Solve authentic addition and subtraction problems within 10 using a variety of strategies.
Patterns K.PAR.6	321	321	321	321
	Describe and extend repeating patterns.	Create and describe a repeating pattern.	Appropriately uses vocabulary to explain the passage of time.	Appropriately uses vocabulary to explain the passage of time.
Attributes of Objects and Data K.MDR.7	321	321	321	321
	Sort items into categories based on attributes.		Ask and answer questions on gathered information.	Ask and answer questions on gathered information.
Shapes K.GSR.8	321	321	321	321
	Identify, sort, classify, analyze, and compare 2D shapes.			Identify, sort, classify, analyze, and compare 3D shapes.
SCIENCE	Q1	Q2	Q3	Q4
Obtain, Evaluate, and Communicate Scientific Information I	321	321	321	321
	Physical Science: Sorts and classifies materials based on composition and physical attributes. (SKP1)	Earth Science: Classifies objects in the day and night sky; communicates changes in the day/night cycle. (SKE1)	Earth Science: Describes attributes of soil, rocks, water, and air; groups rocks by physical attributes. (SKE2)	Life Science: Argues how animals are grouped by similar features. (SKL2)
Obtain, Evaluate, and Communicate Scientific Information II	321	321	321	321
	Physical Science: Investigates how an object's attributes influence its motion. (SKP2)	Physical Science: Investigates the relationship between physical attributes and motion. (SKP2)	Life Science: Recognizes and classifies the difference between living and non-living. (SKL1)	Life Science: Argues how plants are grouped by similar features. (SKL2)
SOCIAL STUDIES	Q1	Q2	Q3	Q4
Social Studies I	321	321	321	321
	Identify the national holidays and describe the people and/or events celebrated. (SSKH1e)	Identify the national holidays and describe the people and/or events celebrated. (SSKH1abjhk)	Identify the national holidays and describe the people and/or events celebrated. (SSKH1fi)	Identify the national holidays and describe the people and/or events celebrated. (SSKH1cdg)
Social Studies II	321	321	321	321
	Identify American symbols. (SSKH2ab)	Differentiate land and water features on simple maps and globes. (SSKG2a)	Identify American symbols. (SSKH2fgh)	Identify American symbols. (SSKH2cde)
Social Studies III	321	321	321	321
	Distinguish goods from services. (SSKE3a)	Explain that maps and globes are a view from above. (SSKG2b)		State the street address, city, state, and country in which the student lives. (SSKG3)
Social Studies IV	321	321	321	321
		Explain that people must make choices because they cannot have everything they want. (SSKE4)		Describe examples of positive character traits exhibited by good citizens. (SSKCG2)
HEALTH	Q1	Q2	Q3	Q4
Concepts of Health Promotion and Disease Prevention	321	321	321	321
	Expresses feelings in a healthful way.	Identifies a personal health goal.	Identifies safety hazards.	Recognizes potentially harmful substances.
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
PHYSICAL EDUCATION	Q1	Q2	Q3	Q4
Competency in a Variety of Motor Skills and Movement Patterns	321	321	321	321
	Demonstrates locomotor, non-locomotor, and manipulative skills.	Demonstrates locomotor, non-locomotor, and manipulative skills.	Demonstrates locomotor, non-locomotor, and manipulative skills.	Demonstrates locomotor, non-locomotor, and manipulative skills.
Personal and Social Behavior/Rules and Safety	321	321	321	321
	Follows directions individually and in a group setting.	Follows directions individually and in a group setting.	Follows directions individually and in a group setting.	Follows directions individually and in a group setting.
ART	Q1	Q2	Q3	Q4
Creates Art Using Observation, Experience & Imagination with Elements of Art	321	321	321	321
	Explores select art elements and media.	Identifies and explores select art elements and media.	Creates art using art elements and media.	Produces art using observation, experience, and imagination with art elements and media.
Uses Art Vocabulary to Discuss Own Art & Art of Others	321	321	321	321
	Acquires art vocabulary.	Uses art vocabulary appropriately.	Uses art vocabulary to describe artworks.	Uses art vocabulary to describe and analyze artworks.
Learning Skills & Behaviors	S P N	S P N	S P N	S P N

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COBB COUNTY

SCHOOL DISTRICT

ONE TEAM.ONE GOAL.

STUDENT SUCCESS.

PERFORMANCE INDICATORS

The purpose of the report card is to communicate to students, parents, and staff the progress each student is making toward accomplishing performance-based standards.

3+ = Exceeds Standards - In addition to the 3, makes applications and inferences beyond expectations
3 = Meets Standards - Consistently and independently
2 = Progressing toward meeting standards
1 = Limited progress or does not meet standards

= Not assessed at this time

LEARNING SKILLS & BEHAVIORS KEY

- S** = **SUCCESSFUL** - Student displays appropriate learning skills and behaviors most or all the time.
- P** = **PROGRESSING** - Student displays appropriate learning skills and behaviors some of the time.
- N** = **NEEDS IMPROVEMENT** - Student needs to continue working on identified learning skills and behaviors.

ELA/Reading

Math

Science

Social Studies

Specials

General Comments

MUSIC	Q1			Q2			Q3			Q4		
Creating and Performing Music	3	2	1	3	2	1	3	2	1	3	2	1
	Sings and echoes music.			Performs and echoes music on instruments.			Reads, notates, and identifies music.			Improvises, composes, and/or arranges and shares music.		
Responding and Connecting to Music	3	2	1	3	2	1	3	2	1	3	2	1
	Distinguishes between contrasts in music.			Performs movements to music.			Demonstrates the connection between music and other content areas.			Evaluates and refines music and music performances with appropriate etiquette.		
Learning Skills & Behaviors	S	P	N	S	P	N	S	P	N	S	P	N
LEARNING SKILLS & BEHAVIORS	Q1			Q2			Q3			Q4		
Personal Responsibility and Behavior												
Accepts responsibility for behavior	S	P	N	S	P	N	S	P	N	S	P	N
Uses self-control	S	P	N	S	P	N	S	P	N	S	P	N
Identifies feelings appropriately	S	P	N	S	P	N	S	P	N	S	P	N
Work Habits and Independence												
Stays on task	S	P	N	S	P	N	S	P	N	S	P	N
Works independently	S	P	N	S	P	N	S	P	N	S	P	N
Uses materials appropriately	S	P	N	S	P	N	S	P	N	S	P	N
Asks questions/seeks help when needed	S	P	N	S	P	N	S	P	N	S	P	N
Social Skills and Collaboration												
Works cooperatively with peers	S	P	N	S	P	N	S	P	N	S	P	N
Claims fair share of attention	S	P	N	S	P	N	S	P	N	S	P	N
Respect and Authority												
Shows respect for authority	S	P	N	S	P	N	S	P	N	S	P	N
Exhibits good listening skills	S	P	N	S	P	N	S	P	N	S	P	N
Follows directions	S	P	N	S	P	N	S	P	N	S	P	N
ATTENDANCE	Q1			Q2			Q3			Q4		
Tardies												
Absences												

PLACEMENT INFORMATION

☐ Promoted to 1st grade

☐ Placed in 1st grade

☐ Additional Year in K Grade