



# Joint School District No. 2 Traditional Report Card

## Kindergarten 2009-2010

### MARKING KEY

- S** — Satisfactory Development
- I** — Is Improving
- N** — Needs Time to Develop
- C** — Area of Concern
- X** — Not Evaluated at this Time

Student  
Teacher  
School

Q1 Q2 Q3 Q4 TOTAL

<b>Days Present</b>					
<b>Days Absent</b>					
<b>Times Tardy</b>					

### Literacy

Q1 Q2 Q3 Q4

Expresses ideas orally				
Listens to a story				
Recalls details or events from a story				
Understands a story sequence				
Understands that print conveys meaning				
Associates letters with sounds				

### Other

Q1 Q2 Q3 Q4

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### Other

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### Writing

Writes first name				
Directionality — top/bottom, left/right				
Uses symbols/letters to convey meaning				
Reads back own writing				

### Visual Discrimination

Knows colors				
Recognizes similarities & differences				

# Joint School District No. 2 Standards-Based Report Card

# K

# Kindergarten 2009-2010



Student \_\_\_\_\_  
 Teacher \_\_\_\_\_  
 School \_\_\_\_\_

SCIENCE	Q1	Q2	Q3	Q4
<b>Standard 1: Nature of Science</b>				
RT 2: Data Collection .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RT 3: Data Analysis .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 2: Physical Science (Our 5 Senses)</b>				
RT 4: Matter .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 3: Living Systems (Living &amp; Non-Living)</b>				
RT 6: Survival of Living Systems .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 4: Earth Systems (Four Seasons)</b>				
RT 8: Cycles .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LEARNER BEHAVIORS	Q1	Q2	Q3	Q4
<b>Academic Learner Behaviors</b>				
RT 1: Engaged Learner .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RT 2: Self-Directed Learner .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Civic &amp; Social Learner Behaviors</b>				
RT 3: Respect .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RT 4: Responsibility .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 = *Consistently* demonstrates behaviors  
 2 = *Occasionally* demonstrates behaviors  
 1 = *Rarely* demonstrates behaviors

MATHEMATICS	Q1	Q2	Q3	Q4
<b>Standard 1: Number &amp; Operations</b>				
RT 1: Number Systems .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RT 2: Number Relationships & Representations .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RT 3: Addition & Subtraction Computation .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 2: Measurement</b>				
RT 5: Measurement Systems .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 3: Algebra</b>				
RT 7: Patterns, Functions, & Representations .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 4: Geometry</b>				
RT 9: Geometric Figures .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RT 10: Spatial Relationships .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 5: Data Analysis, Probability, &amp; Statistics</b>				
RT 11: Data Collection, Representation & Analysis .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE SCORE
<b>MATHEMATICS &amp; SCIENCE</b>
<b>4 Advanced</b>
The student's work demonstrates a <b>thorough</b> , in-depth knowledge of <b>extended</b> concepts and skills in grade-level or above grade-level standards as described in the Performance Standards. Performance is characterized by the student's ability to understand, apply and extend key concepts, processes and skills with <b>consistent accuracy</b> and a <b>high degree of quality</b> beyond what is expected at the grade level.
<b>3 Grade Level Expert</b>
The student's work demonstrates a <b>solid</b> knowledge of grade level concepts and skills as described in the Performance Standards. Performance is characterized by the student's ability to <b>consistently</b> understand and apply key grade level concepts, processes and skills with <b>accuracy and quality</b> .
<b>2 Basic</b>
The student's work demonstrates <b>partial</b> knowledge of grade level concepts and skills as described in the Performance Standards. Performance is characterized by the student's <b>developing</b> ability to understand and apply key grade level concepts, processes and skills.
<b>1 Not Meeting Standard</b>
The student's work <b>does not yet demonstrate</b> knowledge of grade level concepts and skills as described in the Performance Standards. Performance is characterized by the student's ability to understand and apply concepts, processes and skills one or more years below grade level. Interventions will be utilized to support the student in progressing toward grade level standards.
<b>LEARNER BEHAVIORS</b>
<b>3 Consistently demonstrates behaviors</b>
<b>2 Occasionally demonstrates behaviors</b>
<b>1 Rarely demonstrates behaviors</b>

Blank boxes were topics not assessed in the quarter

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Standards-Based Report Card  
Traditional Report Card**

**2009 - 2010**



Student  
Teacher  
School

**Quarter 1 Comments**

**Quarter 3 Comments**

**Quarter 2 Comments**

**Quarter 4 Comments**