

Student:

Quarter	1	2	3	4
<b>Characteristics that Support Learning</b>				
Strives for personal best				
Is a self-directed learner				
Works cooperatively with others				
Accepts responsibility for own actions				
Respectful of rights, opinions and property of others				
Demonstrates perseverance				
Demonstrates self-control				
Uses time wisely				
Demonstrates organizational skills				
Completes classwork/homework				
<b>READING</b>				
<b>Literature Text</b>				
Asks and answers questions about key ideas, details, and words				
Identifies characters, settings, and major events in a story				
<b>Informational Text</b>				
Asks and answers questions about key ideas, details, words, texts				
Identifies the main topic and retells key details of a text				
<b>Phonics and Vocabulary</b>				
Recognizes and names all upper-case and lower-case letters				
Recognizes and produces sounds for all letters				
Recognizes and produces sounds for digraphs and team consonants				
Rhymes words				
Blends sounds to make words				
Segments and separates sounds in words				
Reads common high-frequency words by sight				
Determines or clarifies the meaning of unknown and multiple-meaning words when reading				

<b>Speaking/Listening</b>				
Participates in collaborative conversations with peers and adults about grade-level topics and texts				
Speaks clearly and expresses thoughts, feelings and ideas				
<b>WRITING</b>				
Composes opinion pieces of writing stating an opinion				
Composes informative/explanatory texts				
Composes narrative texts with events in chronological order				
Participates in shared research and writing projects				
Responds to peer/adult suggestions and adds details				
Demonstrates standard English grammar in writing or speaking				
Capitalizes the first word in a sentence and the pronoun 'I'				
Writes simple words using sound/letter relationships				
<b>MATHEMATICS</b>				
Knows number names and the count sequence				
Counts to tell the number of objects to 20				
Compares numbers				
Understands addition as putting together and adding to, and subtraction as taking apart and taking from				
Works with numbers 11–19 to gain foundations for place value				
Describes and compares measurable attributes				
Classifies objects and counts the number of objects in each category				
Identifies and describes shapes				
Analyzes, compares, creates, and composes shapes				

<b>SOCIAL STUDIES</b>				
Social Studies academic content (Social Studies standards are also integrated into Reading and Writing Standards)				
<b>SCIENCE</b>				
Science academic content (Science standards are also integrated into Reading and Writing Standards)				
<b>SPECIALS</b>				
<b>Art</b>				
Applies and maintains appropriate behaviors in classroom activities				
Understands elements and principles of art and uses a variety of media, techniques, and processes to produce projects or products				
<b>Physical Education</b>				
Applies and maintains appropriate behaviors in classroom activities				
Demonstrates proficiency and achievement of concepts, skills and applications of movement				
<b>Music</b>				
Applies and maintains appropriate behaviors in classroom activities				
Applies music knowledge, skills, techniques and processes				
<b>ATTENDANCE</b>				
Days Absent				
Days Tardy				

## Standards-Based Report Cards

This report card is based on a specific set of standards for this grade level that students need to meet by the end of the school year. Student progress and performance must be viewed on a learning continuum. The goal is for students to achieve Proficiency (3) by the end of the school year. A student does not achieve this level until all parts of the standard have been met with proficiency. The marking for each quarter reflects the progress the student has made toward proficiency of each of the standards.

## Explanation of Academic Indicators

**3 = Proficient** - Student demonstrates solid, acceptable achievement of the standard(s).  
**2 = Developing** – Student is making progress toward acceptable achievement of the standard(s), or not all parts of the standard have been taught and assessed.  
**1 = Needs Support** - Student requires more time and experiences; shows limited achievement of the standard(s).  
**X = Standard Not Assessed**  
**\* = Insufficient Evidence**

## Explanation of Characteristics that Support Learning

**++ = Consistently demonstrates**  
**+ = Developing**  
**- = Improvement Needed**

### Quarter 1

Teacher Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

### Quarter 2

Teacher Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

### Quarter 3

Teacher Signature \_\_\_\_\_

### Quarter 4

Teacher Signature \_\_\_\_\_



## Scottsdale Unified School District

7575 E. Main Street  
Scottsdale, AZ 85251

Elementary Standards Based Report Card

## Kindergarten

The purpose of this report card is to communicate with parents and students about each child's progress relative to characteristics that support learning and specific year-end grade level standards.

Student:

Teacher:

School: