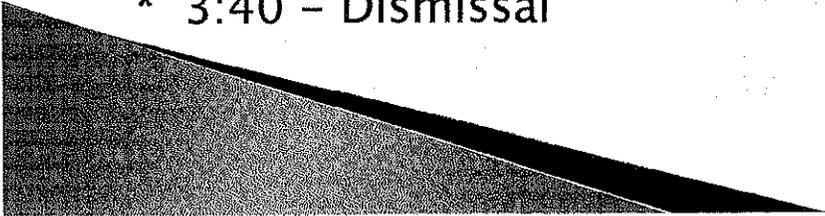


The Michigan kindergarten curriculum content and expectations have increased tremendously over the years and the entry age has not changed and continues to allow 4 year olds to enter the kindergarten classroom in September.

These 4 year olds are not developmentally ready to handle the demands of the current kindergarten expectations.

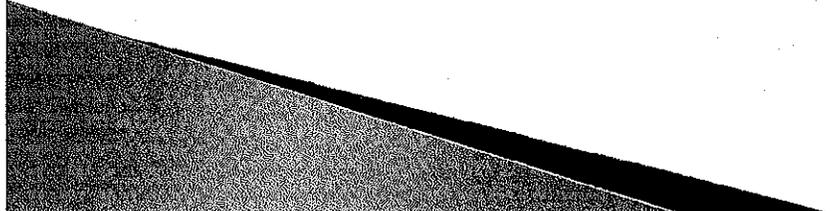
**Therefore, it is our strong recommendation that the State of Michigan establish the entrance age for kindergarten students to be age 5 by the start of the school year.**

# WHAT DOES A TYPICAL DAY LOOK LIKE IN KINDERGARTEN?

- \* 8:46–9:15 – Calendar, Weather, Graphing, Counting, Place Value...
  - \* 9:15 – 10:15 – Reading Groups and Literacy Centers
  - \* 10:15 – 10:40 – Handwriting
  - \* 10:40 – 11:30 – Writer’s Workshop
  - \* 11:30 – 12:15 – Lunch and Recess
  - \* 12:15 – 1:30 – Specials (Art, Technology, Music, PE)
  - \* 1:30 – 2:10 – Math
  - \* 2:10 – 2:55 – Social Studies or Science
  - \* 2:55 – 3:20 – Focus Time (Testing, Remediation Work , Snack, Free Choice)
  - \* 3:20 – 3:30 – Story Time (Listening and reflecting on a story read to them)
  - \* 3:30 – 3:40 – Get ready for home
  - \* 3:40 – Dismissal
- 

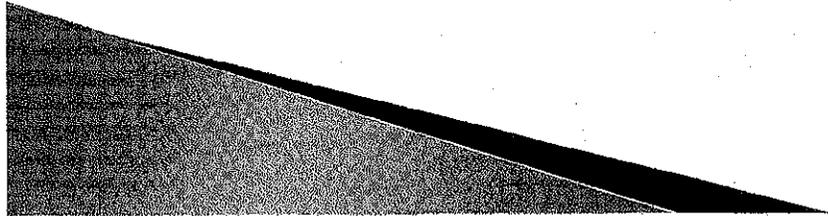
# Reading Skills:

▶ Students must:

- \* Know all their uppercase and lowercase letter names and their sounds.
  - \* Know the parts of a book that include title, what is a word, letters in those words, directionality, author, illustrator, punctuation (!, ?, ., and ,).
  - \* Have 25 sight words memorized.
  - \* Be able to read a Level 4 book and be able to retell the story with details that include characters, setting, problem, and solution.
  - \* Be able to make predictions, connections, inferences, and summaries of text.
- 

# Writing Skills:

## ▶ Students must be able to:

- \* Write their first and last name
  - \* Date
  - \* Stories
    - \* Generate ideas for stories by themselves or with a group
    - \* Create an appropriate title
    - \* Sound out words to put in story
    - \* Revise for organization, expanding of ideas, and word choice
    - \* Edit for spelling and punctuation
    - \* Illustrate that matches the text
    - \* Publish and present to class
- 

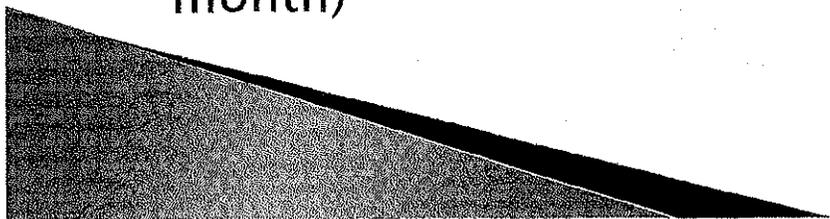
# HPS 6-Point NARRATIVE Scoring Rubric Grades K-2

Kindergarten	1 Experimenting	2 Emerging	3 Developing	4 Effective	5 Strong	6 Exceptional
<b>Ideas</b> The meaning and development of the message W.GN.00.01 W.PR.00.02	<ul style="list-style-type: none"> <li>Little meaning</li> <li>Drawings unrecognizable</li> <li>Letters inconsistent</li> <li>Oral reading by writer is needed for understanding</li> </ul>	<ul style="list-style-type: none"> <li>General ideas</li> <li>Writer hints at a topic</li> <li>Drawing clarifies idea</li> <li>Simple, recognizable letters</li> <li>Writer's explanation needed for reader to understand</li> </ul>	<ul style="list-style-type: none"> <li>Basic sentences</li> <li>Somewhat detailed picture with caption</li> <li>Basic details present</li> <li>Contains real words</li> <li>Text and picture are understandable</li> </ul>	<ul style="list-style-type: none"> <li>Explains a simple story or idea</li> <li>Several sentences on one topic</li> <li>Key details surface</li> <li>May contain missing or irrelevant information</li> <li>Pictures work with text</li> </ul>	<ul style="list-style-type: none"> <li>Clear and coherent</li> <li>Well-developed paragraph</li> <li>Elaboration creates meaning</li> <li>Writer shows understanding through personal experience</li> <li>Pictures enhance text, but are not needed to</li> </ul>	Student is ready for the Grades 3 and Up Rubric!
<b>Organization</b> The internal structure of the piece W.PR.00.03 S.DS.00.02	<ul style="list-style-type: none"> <li>Letters are scattered</li> <li>No coordination present</li> <li>Randomly placed letters, pictures, or lines</li> <li>No sense of order</li> </ul>	<ul style="list-style-type: none"> <li>No title</li> <li>Letters/words used as captions</li> <li>Clues about order emerge</li> <li>Left-to-right, top-to-bottom evident</li> <li>No transitions</li> </ul>	<ul style="list-style-type: none"> <li>Simple title states topic</li> <li>Some beginning but no conclusion</li> <li>List of sentences</li> <li>Basic order</li> <li>Conjunctions used (<i>but, and, or, then</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Title captures central idea</li> <li>Begins strong</li> <li>Predictable ending</li> <li>Logical, but obvious sequence</li> <li>Even pace</li> <li>Basic transitions</li> </ul>	<ul style="list-style-type: none"> <li>Thoughtful, effective title</li> <li>Clear beginning, middle, and ending</li> <li>Important ideas are highlighted</li> <li>Good use of pacing</li> <li>Clear transitions</li> </ul>	Student is ready for the Grades 3 and Up Rubric!
<b>Voice</b> The way the writer brings the topic to life S.DS.00.02	<ul style="list-style-type: none"> <li>No purpose</li> <li>No awareness of audience</li> <li>Simple drawings or lines</li> <li>No evidence of the writer</li> </ul>	<ul style="list-style-type: none"> <li>Routine response</li> <li>Copies environmental text</li> <li>General connection</li> <li>Drawings reveal individual</li> <li>Barest hint of the writer</li> </ul>	<ul style="list-style-type: none"> <li>Fleeting glimpses of the topic</li> <li>Touches of originality</li> <li>Audience awareness inconsistent</li> <li>Letters, punctuation, and drawings used for effect</li> </ul>	<ul style="list-style-type: none"> <li>Nonstandard view point</li> <li>Uses unusual details</li> <li>Speaks to the reader</li> <li>General mood</li> <li>Begins to show writer's feelings</li> </ul>	<ul style="list-style-type: none"> <li>Writer "owns" the topic</li> <li>Contains the writer's imprint</li> <li>Mindful of the audience throughout</li> <li>Identifiable tone</li> <li>Writer takes risks</li> </ul>	Student is ready for the Grades 3 and Up Rubric!
<b>Word Choice</b> The specific vocabulary the writer uses to convey meaning W.PR.00.04	<ul style="list-style-type: none"> <li>See below random lines</li> <li>Imitation letters</li> <li>Random strings of letters</li> <li>Writer uses his/her name</li> <li>Few, if any, recognizable words</li> </ul>	<ul style="list-style-type: none"> <li>Conventional letters</li> <li>Begins to form words</li> <li>Words from environment attempted</li> <li>A few words identified</li> </ul>	<ul style="list-style-type: none"> <li>Some words make sense</li> <li>Reader begins to "see"</li> <li>Tries new words</li> <li>Occasional misuse of words</li> </ul>	<ul style="list-style-type: none"> <li>Some descriptive nouns</li> <li>Some active verbs</li> <li>Little repetition</li> <li>Attempts figurative language</li> <li>Uses different types of words</li> </ul>	<ul style="list-style-type: none"> <li>Original spin with words</li> <li>Paints a clear picture</li> <li>Just the right words</li> <li>Figurative language works</li> <li>Colorful words used correctly</li> </ul>	Student is ready for the Grades 3 and Up Rubric!
<b>Sentence Fluency</b> The way the words and phrases flow throughout the text W.SP.00.01 W.SP.00.02	<ul style="list-style-type: none"> <li>Hard to figure out</li> <li>Words stand alone</li> <li>Imitation present</li> <li>No overall flow</li> <li>Only the writer can read the piece</li> </ul>	<ul style="list-style-type: none"> <li>Written elements work in units</li> <li>Short, repetitive phrases</li> <li>Awkward word patterns</li> <li>Writer and reader have difficult time reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>Basic subject-verb agreement</li> <li>Sentence beginnings identical</li> <li>Run-ons plague the piece</li> <li>Compound sentences attempted</li> <li>Easy, but boring to read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are different lengths</li> <li>Sentences start differently</li> <li>Some sentences read smoothly</li> <li>Connectives are correctly used</li> <li>Easy to read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Playful pattern of sentence lengths</li> <li>Rhythm created from varied beginnings</li> <li>Different kinds of sentences present</li> <li>Text flows smoothly</li> <li>Very easy to read aloud</li> </ul>	Student is ready for the Grades 3 and Up Rubric!
<b>Conventions</b> The mechanical correctness of the piece W.SP.00.01 W.SP.00.02	<ul style="list-style-type: none"> <li>Strings of letters</li> <li>Letters formed irregularly</li> <li>Uneven spacing</li> <li>Punctuation not present</li> <li>Does not employ standard conventions</li> </ul>	<ul style="list-style-type: none"> <li>Words are unreadable</li> <li>Little difference between capitals and lowercase</li> <li>Spacing is present</li> <li>Experiments with punctuation</li> <li>Inconsistent use</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent but readable spelling</li> <li>Upper- and lowercase letters used correctly</li> <li>End punctuation used correctly</li> <li>Follows simple conventions</li> </ul>	<ul style="list-style-type: none"> <li>Spelling close on high-use words</li> <li>Capitals used correctly</li> <li>End punctuation and series commas correct</li> <li>Experiments with advanced punctuation</li> <li>Minor editing needed</li> </ul>	<ul style="list-style-type: none"> <li>High-use words spelled correctly</li> <li>Consistent use of capitals</li> <li>Punctuation used effectively</li> <li>One or more paragraphs with indenting present</li> <li>Consistent use</li> </ul>	Student is ready for the Grades 3 and Up Rubric!
<b>Presentation</b> The overall appearance of the work W.HW.00.01 W.HW.00.02 W.HW.00.03	<ul style="list-style-type: none"> <li>No margins present</li> <li>Use of white space random</li> <li>Handwriting messy or illegible</li> <li>Many cross-outs, tears, or stray marks</li> <li>Little care shown</li> </ul>	<ul style="list-style-type: none"> <li>Margins inconsistent</li> <li>Irregular use of white space</li> <li>Letters slant in different directions</li> <li>Cross-outs, tears, and stray marks divert attention</li> <li>Last-minute attempt</li> </ul>	<ul style="list-style-type: none"> <li>Margins show awareness of directionality</li> <li>Inconsistent use of white space</li> <li>Handwriting more legible at beginning than at the end</li> <li>Looks rushed</li> </ul>	<ul style="list-style-type: none"> <li>Margins present and used somewhat well</li> <li>White space used effectively</li> <li>Most letters are legible</li> <li>Overall pleasing appearance</li> </ul>	<ul style="list-style-type: none"> <li>Margins frame the text</li> <li>Pictures and text look planned</li> <li>Handwriting is legible and consistent</li> <li>No stray marks, cross-outs, or tears</li> <li>Overall appearance neat</li> </ul>	Student is ready for the Grades 3 and Up Rubric!

# Math Skills:

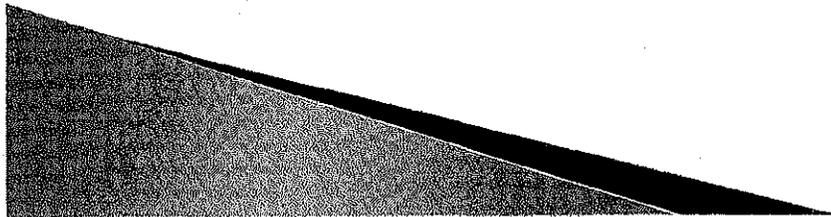
▶ Students must be able to demonstrate understanding of the following:

- \* Read and write numbers to 30
- \* Count to 100 by 1's and 10's
- \* Count by 2's and 5's to 30
- \* Compose and decompose numbers from 2 to 10 ( $5=4+1=2+3$ )
- \* Number sense (6 is more than 2)
- \* Lengths (longer and shorter)
- \* Weights (lighter or heavier)
- \* Place Value
- \* Money Value
- \* Create, describe, and extend patterns
- \* Identify, sort and classify objects by attributes
- \* Understand more than and less than
- \* Identify what day of the week is yesterday, today, and tomorrow
- \* Identify tools that measure time (minute, hour, days, week, month)

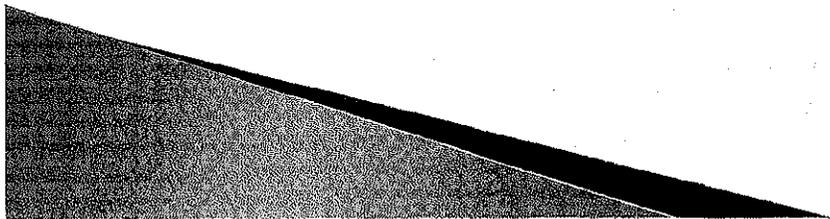


In addition to the academic skills,  
there are social skills.

- ▶ Kindergarten students need to be able to
  - \* Sit
  - \* Listen
  - \* Apply
  - \* Produce
  - \* Converse Reciprocally
  - \* Play Reciprocally
  - \* Self Monitor

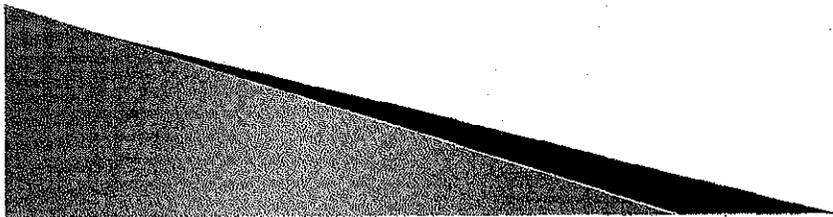


Remember ALL of these skills must be mastered in order for the students to be ready for First Grade. First Grade Curriculum doesn't repeat what is to be mastered in Kindergarten, but is designed to build upon it.



# What happens to school resources in order to achieve this?

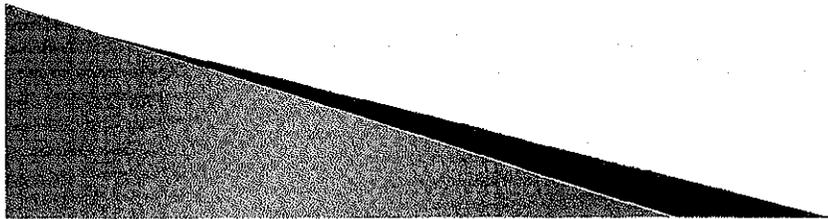
- ▶ 2/3 of students that start kindergarten at the age of 4 repeat kindergarten. 14 years of schooling.
- ▶ Students NOT ready for the demands of kindergarten require expensive resources ~ Speech and Language, OT, Title 1, Social Worker, Counselor and a great deal of teacher intervention as well as Principal time.



**Some students will not master the skills.  
Are we setting our students up for  
failure?**

▶ **Students not ready for kindergarten:**

- \* **Struggle socially as well as academically.**
- \* **Often learn to dislike school – this results in the escalation of acting out and tears – and a continuous challenge for all to help turn that around.**
- \* **Attendance suffers – and by law, schools cannot require 4 or 5 year olds to attend school.**



# Solutions?

- ▶ Change the age of school entry to 5 years of age by June 1.
  - ▶ Use saved funds to create HIGH QUALITY pre school programs within the schools – run by the schools.
  - ▶ Support parents in understanding that school readiness deals with much more than knowing colors and shapes. Kindergarteners need to be MATURE enough to succeed socially and emotionally and be developmentally ready for the demands of the kindergarten curriculum.
- 

PARENT CONFERENCE

Date:

1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_

	Periods				Final
	1	2	3	4	
Attendance					
Days absent	0	3	0	5	12
Times tardy	0	0	0	0	0
			Fall	Spring	
Height					
Weight					

SIGNATURE OF PARENT  
 (I have read the report)

1 Mrs. Arthur Das  
 2 Mrs. Arthur Das  
 3 Mrs. Arthur Das  
 4 Mrs. Arthur Das

CERTIFICATE

In my judgement Jeanne Das  
 should find best opportunities for growth in learning and the  
 development of desirable attitudes and social relationships in  
 the 1st grade next year.

Teacher Mavis Long

PROGRESS RECORD

Beginners and First Grade

Taylor Township School District

TAYLOR, MICHIGAN

Year 19 63 19 64

TO THE PARENTS OF OUR BOYS AND GIRLS

This card which serves as a communication from the school to you, is recommended by the Principals and Teachers of Taylor Township School District.

It is understood when boys and girls are learning, we need to consider their various stages of development. We realize learning takes place as the behavior of a person changes through experience and training. We must recognize that children are unlike in many ways. This card provides information to parents regarding the progress of their children.

Parents are invited to make an appointment with their principal or teacher whenever they wish, to discuss their children's progress.

Kindly sign and return to the teacher after studying the report.

Sincerely,

Orville J. Jones

ORVILLE JONES  
 Superintendent

Name Jeanne Das  
 Grade Kdg. School Yr. 1963-1964  
 Teacher M. Long School Kinyon

The items which most nearly describe the child's growth and development, will be checked each marking period. (V)

	Periods				
	1	2	3	4	Final
<b>SOCIAL DEVELOPMENT</b>					
Seems happy and well adjusted	✓	✓	✓	✓	✓
Needs encouragement:					
1. In gaining self control					
2. In getting along with others					
a. On playground					
b. In classroom					
<i>Citizenship</i>	G	G	G	G	G
<b>HEALTH HABITS</b>					
Shows understanding of health practices	✓	✓	✓	✓	✓
<b>MUSCULAR COORDINATION</b>					
Needs encouragement, guidance, direction					
1. In handling crayons, pencils, scissors					
2. In putting on wraps					
<b>MUSIC AND RHYTHMS</b>					
Can keep time to simple rhythms	✓	✓	✓	✓	✓
Enjoys music	✓	✓	✓	✓	✓
Can sing simple songs	✓	✓	✓	✓	✓
<b>NUMBERS</b>					
Shows an understanding of the meaning of numbers	✓	✓	✓	✓	✓
<b>SKILLS (First Grade)</b>					
Can recognize numbers					
Can write numbers					
Can count acceptably					

G. = Good    Av. = Average    P. = Poor

	Periods				
	1	2	3	4	Final
<b>READING READINESS</b>					
Has good vocabulary for age			✓	✓	✓
Makes meaningful sentences			✓	✓	✓
Listens well to stories and poems			✓	✓	✓
Enjoys saying rhymes and poems			✓	✓	✓
Is interested in books and pictures			✓	✓	✓
Can retell simple stories			✓	✓	✓
Knows left to right progression			✓	✓	✓
Hears likenesses and differences			✓	✓	✓
Sees likenesses and differences			✓	✓	✓
Is learning to follow directions			✓	✓	✓
Can tell simple stories from pictures			✓	✓	✓
<b>READING SKILLS (First Grade)</b>					
Is interested in reading					
Understands what he reads					
Shows satisfactory increase in oral vocabulary					
Shows growth in learning new words					

*Great*

Student \_\_\_\_\_  
 Teacher \_\_\_\_\_  
 School Norwood  
 School Year 1992-1993

	1st	2nd	Total
Days Absent	1	4	5
Days Tardy	1	0	1

First Grade  
 (Placement for next school year)

**SOCIAL DEVELOPMENT**

Children function affectively with people.

Developing cooperative skills: making and taking suggestions, compromising, working within a small group with a shared goal.

Developing awareness and concern for the rights and well-being of others.

Exhibits acceptable classroom behavior (e.g., quiet voice, raised hand, keeps hands to self).

Resolves personal conflicts appropriately.

	Winter			Spring		
	Progressing	Steadily	Needs Time To Develop	Progressing	Steadily	Needs Time To Develop
Children function affectively with people.	✓			✓		
Developing cooperative skills...	✓			✓		
Developing awareness and concern...	✓			✓		
Exhibits acceptable classroom behavior...	✓			✓		

**AFFECTIVE/EMOTIONAL DEVELOPMENT**

Children are developing a sense of self and competence.

Independently beginning and pursuing tasks.

Completing tasks once begun.

Keeps trying in situations that are perceived as difficult.

Willing to take appropriate risks and accepts mistakes as part of the learning process.

	Winter			Spring		
	Progressing	Steadily	Needs Time To Develop	Progressing	Steadily	Needs Time To Develop
Children are developing a sense of self and competence.	✓			✓		
Independently beginning and pursuing tasks.	✓			✓		
Completing tasks once begun.	✓			✓		
Keeps trying in situations that are perceived as difficult.	✓			✓		

**LANGUAGE AND LITERACY DEVELOPMENT**

Children develop abilities to communicate and understand ideas, thoughts and perceptions.

Applying listening skills like looking at the leader during group experiences, making relevant comments.

Using words to communicate ideas and feelings.

Attaching meaning to print: recognizes several words, identifies shapes, letters and signs.

Labeling own work with name.

Exploring reading and writing by choosing books to examine, differentiating writing from illustrations, using letters to label work.

	Winter			Spring		
	Progressing	Steadily	Needs Time To Develop	Progressing	Steadily	Needs Time To Develop
Children develop abilities to communicate and understand ideas, thoughts and perceptions.	✓			✓		
Applying listening skills like looking at the leader during group experiences, making relevant comments.	✓			✓		
Using words to communicate ideas and feelings.	✓			✓		
Attaching meaning to print: recognizes several words, identifies shapes, letters and signs.	✓			✓		
Labeling own work with name.	✓			✓		

**COGNITIVE DEVELOPMENT**

Children acquire, integrate and apply new knowledge.

Acquiring factual information that is interesting and useful (recalling and reporting letters in own name, address, etc.).

Working on number and quantity concepts like one-to-one correspondence (stating numbers in order while indicating objects in a set); associating a number of objects with a numeral; identifying equal and unequal sets.

Using organizing processes like comparing, sequencing, graphing, patterning, classifying.

	Winter			Spring		
	Progressing	Steadily	Needs Time To Develop	Progressing	Steadily	Needs Time To Develop
Children acquire, integrate and apply new knowledge.	✓			✓		
Acquiring factual information that is interesting and useful (recalling and reporting letters in own name, address, etc.).	✓			✓		
Working on number and quantity concepts like one-to-one correspondence (stating numbers in order while indicating objects in a set); associating a number of objects with a numeral; identifying equal and unequal sets.	✓			✓		

**PHYSICAL DEVELOPMENT**

Children are learning to coordinate and care for their bodies.

Coordinating finger-thumb and eye-hand movement: manipulating school tools such as scissors and pencils; manipulating learning materials with small parts such as stringing beads, pegs and pegboards.

Developing spatial awareness: understanding of personal and general space and direction (i.e., up-down, over-under, etc.).

Developing a positive attitude about the body by engaging in whole-body tasks like running, climbing, active game-playing.

Learning fitness, nutritional and safety practices and procedures.

	Winter			Spring		
	Progressing	Steadily	Needs Time To Develop	Progressing	Steadily	Needs Time To Develop
Children are learning to coordinate and care for their bodies.	✓			✓		
Coordinating finger-thumb and eye-hand movement: manipulating school tools such as scissors and pencils; manipulating learning materials with small parts such as stringing beads, pegs and pegboards.	✓			✓		
Developing spatial awareness: understanding of personal and general space and direction (i.e., up-down, over-under, etc.).	✓			✓		
Developing a positive attitude about the body by engaging in whole-body tasks like running, climbing, active game-playing.	✓			✓		

**AESTHETIC DEVELOPMENT**

Children are gaining pleasure from a variety of sensory experiences.

Increasing participation with varying forms of art and music.

Using tools and techniques to achieve desired effects in art and music.

	Winter			Spring		
	Progressing	Steadily	Needs Time To Develop	Progressing	Steadily	Needs Time To Develop
Children are gaining pleasure from a variety of sensory experiences.	✓			✓		
Increasing participation with varying forms of art and music.	✓			✓		

(Please detach and return by \_\_\_\_\_)

PARENT COMMENTS:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(Child's Name)

(Parent's Signature)

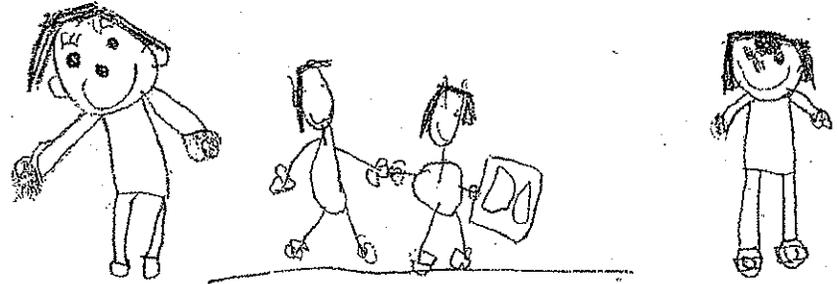
TEACHER COMMENTS - JANUARY

Lindsay has made a good adjustment to kindergarten. She has a positive attitude toward her work and is proud of her accomplishments. She is curious about books and anxious to learn new things. She gets along well with her classmates and enjoys working in a small group. I have seen so much improvement in her small motor skills. She has good verbal skills and expresses herself well. I really enjoy your daughter!

TEACHER COMMENTS - JUNE

Lindsay has shown so much progress this year. Socially, she is more assertive during free play and confident to initiate an idea with a group. She is very social and enjoys interacting with her classmates. She knows the letters and shows interest in words and reading. We've had a good year! Thank you for letting us share this year together!

KINDERGARTEN PROGRESS REPORT  
Howell Public Schools  
Howell, Michigan



The early childhood staff of Howell Public Schools believes, and research supports that, children in the early years of schooling are progressing steadily through expected stages of growth and development. Although the order in which these stages are reached is relatively consistent, the rate at which any child progresses is extremely varied. One child can be making rapid progress in some skills, while progressing more slowly through others. Moreover, at some later point, either the speed of development or the areas of focus can be very different.

We also endorse the position that children develop essential skills in many areas, and that all of them are equally important to future competence, success, and self-esteem.

Most importantly, we recognize that parents and teachers are partners in their children's education, and that the views of all these adults are crucial in guiding children to reach their potential.

The methods we are using to report progress reflect our current philosophy for Early Childhood Education. We plan to continually review and adapt this process as need arises.

# HOWELL PUBLIC SCHOOLS KINDERGARTEN REPORT CARD

Student \_\_\_\_\_  
 Teacher \_\_\_\_\_  
 School \_\_\_\_\_  
 Year \_\_\_\_\_  
 Placement for Next Year \_\_\_\_\_

ATTENDANCE	1	2	TOTAL
Days Absent			
Days Tardy			

Key

S-Satisfactory  
 P-Making progress  
 NI-Needs improvement  
 \*See Comments  
 No marking indicates not applicable at this time

### First Semester Second Semester

	NI	P	S	NI	P	S
1						
2						
3						
4						
5						
6						
7						
8						
9						

### LEARNING AND SOCIAL BEHAVIORS

1. Exhibits acceptable classroom behavior (eg., quiet voice, raised hand, keeps hands to self)
2. Works cooperatively
3. Respects the rights of others
4. Resolves personal conflicts appropriately
5. Independently begins and pursues tasks
6. Follows directions
7. Completes tasks once begun
8. Keeps trying in situations perceived as difficult
9. Willing to take appropriate risks and accepts mistakes as part of the learning process.

### PHYSICAL DEVELOPMENT

1. Coordinating finger-thumb and eye hand movement: manipulates school tools such as scissors, pencils and learning materials with small parts.
2. Developing spatial awareness: understanding of personal and general direction (i.e., up-down, over-under, etc.)
3. Developing a positive attitude about the body by engaging in whole-body tasks like running, climbing, active game playing.

NI	P	S	NI	P	S
1					
2					
3					

### SOCIAL STUDIES

#### Units Studied

1. Historical perspective of holidays
2. Native Americans/Pilgrims
3. Classroom rules, safety signs, and symbols
4. Michigan

	NI	P	S	NI	P	S
Understands concepts						
Contributes to group activities						
Effort						

### SCIENCE

#### Units Studied

1. Living things
2. Classification of objects
3. Atmosphere and weather
4. Human body--senses and body parts

	NI	P	S	NI	P	S
Understands concepts						
Contributes to group activities						
Effort						

### FINE ARTS

1. Increasing participation with various forms of art and music.
2. Using tools and techniques to achieve desired effects in art and music.

NI	P	S	NI	P	S
1					
2					

**Page 2: KINDERGARTEN Report Card**

Student \_\_\_\_\_

**MATHEMATICS**

***Problem Solving***

1. Recognizes and copies patterns.
2. Continues patterns.
3. Sorts and classifies objects and gives logical reasons for sorting (ex: color, size, shape)

***Understanding Numbers***

1. Counts by rote to \_\_\_\_\_
2. Counts using one-to-one matching with sets of objects through 10.
3. Recognizes and builds sets for numerals through 10.

***Geometry***

1. Identifies and names circles, squares, rectangles, and triangles in various positions.

***Graphs***

1. Reads graphs and makes comparisons (ex: more and less)

First Semester		Second Semester	
NI	P	NI	P
1		1	
2		2	
3		3	
1		1	
2		2	
3		3	
1		1	
1		1	

**LANGUAGE AND LITERACY**

1. Applies listening skills: Looking at the leader during group experiences and making relevant comments.
2. Uses words to communicate feelings and ideas.
3. Writes first name.
4. Writes last name.
5. Recognizes \_\_\_\_\_ capital letters.
6. Recognizes \_\_\_\_\_ small letters.
7. Sequences story events.
8. Chooses to explore books.
9. Demonstrates knowledge of books and print.
10. Writes to convey meaning (i.e., shopping lists, messages, letters).

First Semester		Second Semester	
NI	P	NI	P
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	

**Student Report Card 2011-2012**

Student:  
Grade: Kindergarten  
Teacher:

**Challenger Elementary**

1066 W Grand River Ave  
Howell, MI 48843-1499



**Howell Public Schools**  
*"An Exemplary Learning Community"*

Attendance		
	S1	S2
Absences	0.0	
Tardies - AM/PM	0/0	

Behaviors That Support Learning		
	S1	S2
Respect & Relationships with Peers		
Respect & Relationships with Adults		
Respect for Timelines		
Responsibility for Materials		
Responsibility for Learning		
Responsibility for Behavior		

Academic and Skills Grading Key	
<b>SE</b>	Secure - 80 to 100
<b>DE</b>	Developing - 70 to 79
<b>BE</b>	Beginning - 60 to 69
<b>NE</b>	Not Evident - 0 to 59
<b>Blank</b>	Not Assessed

Behaviors Grading Key	
<b>1</b>	Consistently demonstrates skills
<b>2</b>	Demonstrates skills
<b>3</b>	Needs Improvement

Social Studies -		
	S1	S2
Overall Grade		
Science -		
	S1	S2
Overall Grade	-	
Physical Science - Motion		
Earth Science - My Earth		
Physical Science - Senses		
Life Science - Living Things		

**Comments**

Homeroom -  
Science -  
SS -  
Math -  
ELA -

**Grade: Kindergarten**

<b>ELA -</b>	<b>S1</b>	<b>S2</b>
<b>Reading</b>		
Retell up to three events from a familiar story in their own words.		
Automatically name letters, match letters and their sounds; recognize a few words; understand that words and sentences are arranged from left to right, top to bottom, front to end of books.		
Recognize that words are made up of sounds blended together and that words have meaning.		
Use letter sounds to recognize simple words.		
Easily recognize about 18 familiar words they see around the home.		
Developmental Reading Assessment (DRA) Level		
<b>Writing: Conventions</b>		
Correctly spell about 18 words s/he sees often and find meaningful, such as his/her name and some basic vocabulary words.		
Form upper and lowercase letters.		
Leave spaces between words and word-like clusters of letters.		
<b>Writing: Ideas</b>		
Write a brief personal story using pictures, words, and/or sentences.		
Write a short informational piece using drawings, words, and/or sentences.		
<b>Speaking and Listening</b>		
Pay attention as they listen to one another in small and large group settings.		
Briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details.		

<b>Math -</b>	<b>S1</b>	<b>S2</b>
<b>Counting (K.CC)</b>		
Use one-to-one correspondence to compare and order sets of objects to 15 using such phrases as "same number", "more than" or "less than"; use counting and matching.		
Read and write numerals to 15 and connect them to the quantities they represent.		
Count orally to 50 by ones.		
Use one-to-one correspondence to compare and order sets of objects to 30 using such phrases as "same number", "more than" or "less than"; use counting and matching.		
Read and write numerals to 30 and connect them to the quantities they represent.		
Count orally to 100 by ones. Count to 30 by 2's, 5's, and 10's using grouped objects as needed.		
<b>Operations &amp; Algebraic Thinking (K.OA)</b>		
Compose and decompose numbers from 2 to 10, e.g., $5 = 4 + 1 = 2 + 3$ , with attention to the additive structure of numbers, e.g., 6 is 1 more than 5, 7 is one more than 6.		
Describe and make drawings to represent situations/stories involving putting together and taking apart for totals up to 10; use finger and object counting.		
<b>Number &amp; Operations (K.NBT)</b>		
Understand the numbers 1 to 30 as having one, two, or three groups of ten and some ones. Also, count by tens with objects in ten - groups to 100.		
<b>Measurement &amp; Data (K.MD)</b>		
Compare length and weight of object by comparing to reference objects, and use terms such as shorter, longer, taller, lighter, and heavier.		
Identify tools that measure time (clocks measure hours and minutes; calendars measure days, weeks, and months).		
<b>Geometry (K.G)</b>		
Identify, sort, and classify objects by attribute and identify objects that do not belong in a particular group.		
Create, describe, and extend simple geometric patterns.		

