

School Corporation Name
Kindergarten Report Card (Insert Date Here)

Name : _____

Mr. Mastered the standard
 N= Nearing mastery
 I= Improvement needed
 U= Unable to demonstrate understanding of standard
 S= Student is demonstrating mastery

Reading

RI.1.1 Use descriptive words to identify people, objects, and places on a page.	Met	Near	Impr	Unab
Identify words with one-to-one correspondence.				
Recognize and name all letters of the alphabet.				
Recognize and name all consonant and vowel sounds.				

RI.1.2 Phonological Awareness	Met	Near	Impr	Unab
Recognize and produce rhyming words.				
Count, pronounce, blend, and segment syllables in spoken words.				
Blend and segment onset and rime of spoken words.				
Isolate and pronounce the beginning, middle, and ending sounds of spoken words.				
Add or substitute letter sounds to make new words.				

RI.1.3 Fluency and Word Recognition	Met	Near	Impr	Unab
Produce all consonant letter sounds.				
Produce all short and long vowel sounds.				
Read common high-frequency words by sight.				
Fluently pronounce letters and letter combinations in words.				

RI.1.4 Fluency	Met	Near	Impr	Unab
Read emergent reader book with purpose and understanding.				

Reading Standards for Informational Text and Literature

Key Ideas and Details	Met	Near	Impr	Unab
RI.1.1/RI.1.2 Ask and answer questions about key details in a text.				
RI.1.3 Identify the main topic and retell key details of a text.				
RI.1.4 Draw on details including key details.				
RI.1.5 Describe connections between information and ideas in text.				
RI.1.6 Identify characters, settings, and major events in a story.				

Craft and Structure	Met	Near	Impr	Unab
RI.1.4/RI.1.5 Ask and answer questions about unknown words in a text.				
RI.1.6 Identify flashback events, and role page of a book.				
RI.1.7/RI.1.8 Identify author's purpose and define role of each.				

Kindergarten Report Card Common Core

Roman Wölfel



Kindergarten Report Card Common Core:

Common Core Mathematics in a PLC at Work®, Grades K-2 Timothy D. Kanold, 2012-04-12 This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics grades K 2 Discover what students should learn and how they should learn it at each grade level Comprehensive research affirmed analysis tools and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency The Other Side of the Report Card Maurice J. Elias, Joseph J. Ferrito, Dominic C. Moceris, 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 **The School Leader's Guide to Grading** Ken O'Connor, 2012-12-04 Ensure your school s grading procedures are supportive of learning accurate meaningful and consistent Discover how the seven essential Ps can improve your effectiveness in supporting assessment and communicating student achievement You will also learn how to avoid inaccurate grades caused by penalties for lateness or academic dishonesty extra credit group rather than individual work and marking down for attendance Teacher and Student Evaluation Alyson Leah Lavigne, Thomas L. Good, 2013-09-05 Following the recent major school reform of Race to the Top schools teachers and students are increasingly evaluated through high stakes achievement test scores In six concise chapters Teacher and Student Evaluation explores the historical rise and modern landscape of accountability in American education and the current models of teacher evaluation The authors provide realistic and useful suggestions for responding to current accountability demands The authors explore the methodological concerns and policy implications of using value added and observational measures to make high stakes decisions After reaching the conclusion that these contemporary evaluation practices are flawed Alyson Lavigne and Thomas Good offer possible solutions that inform current and future teacher evaluation This book is a valuable resource for students of educational assessment as well as policy makers administrators and teachers who are currently building accountability plans The book is written in an accessible but authoritative fashion that practitioners policymakers and scholars will find useful *Congressional Record* United States. Congress, 1999 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 *Monthly Catalog of United States Government*

Publications ,1992 *Resources in Education* ,1990 **Monthly Catalogue, United States Public Documents** ,1992

Larmac Consolidated Index to the Constitution and Laws of California ,2011 A complete index under one alphabetical listing to the constitution all codes the general laws and the rules of the Supreme Court district courts of appeal superior and municipal courts *Normal Instructor and Teachers World* ,1924 *Resources in Education* ,1997 **Public Attitudes Towards Education in Ontario, 1996** D. W. Livingstone,D. J. Hart,L. E. Davie,1997 Since 1978 the Oise Survey Has Been the Only extensive analysis of public concern about educational issues in Canada to be published on a regular basis The survey profiles current patterns and trends in public opinion about policy options for all levels of education The eleventh survey is based on interviews conducted in September 1996 with random samples of over a thousand Ontario adults and over a hundred corporate executives Trends in attitude changes since 1978 are presented for the general public and executives This survey pays special attention to current issues of educational funding school reorganization education and work post secondary reform educational access the role of business in schools adult learning and computer literacy The goal of the OISE survey is to enhance public awareness of educational issues and to encourage informed participation in policy making Timely revealing and easy to read the survey is recommended for educators at all levels policy makers and the general public

Head Start Impact Michael J. Puma,2006 Since its beginning in 1965 as a part of the War on Poverty Head Start s goal has been to boost the school readiness of low income children Based on a whole child model the program provides comprehensive services that include pre school education medical dental and mental health care nutrition services and efforts to help parents foster their child s development Head Start services are designed to be responsive to each child s and family s ethnic cultural and linguistic heritage The Congressionally mandated Head Start Impact Study was conducted across 84 nationally representative grantee delegate agencies Approximately 5 000 newly entering 3 and 4 year old children applying for Head Start were randomly assigned to either a Head Start group that had access to Head Start program services or to a non Head Start group that could enrol in available community non Head Start services selected by their parents Data collection began in fall 2002 and is scheduled to continue through 2006 following children through the spring of their 1st grade year The study quantifies the impact of Head Start separately for 3 and 4 year old children across child cognitive social emotional and health domains as well as ii on parenting practices This book is essential reading for those in the education field **Superintendent's Digest** ,1982 *School & Society* James McKeen Cattell,Will Carson Ryan,Raymond

Walters,1939 **Annual Report for Illinois State Superintendent** Round Lake Area School District 116 (Ill.). School Finance Authority,2007 **Press Summary - Illinois Information Service** Illinois Information Service,2003-12-16

School and Society ,1939-07 *The State of State Standards, 2000* Chester E. Finn (Jr.),Michael J. Petrilli,2000

Office of Educational Research and Improvement bulletin ,1990

Reviewing **Kindergarten Report Card Common Core**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Kindergarten Report Card Common Core**," an enthralling opus penned by a very acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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