

Student: \_\_\_\_\_

ID#: \_\_\_\_\_

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

**Grading Key for Indicator**

- 4: Exceeds expectations
- 3: Meets expectations
- 2: Progressing towards expectations
- 1: Progressing towards expectations  
with adult support
- NA: Not assessed

Quarter	2	3	4
<b>Reading Foundational Skills</b>			
Identify and produce common letter sounds			
Recognize and produce rhyming words			
Count syllables in words			
Segment and blend sounds in CVC words			
<b>Reading Skills</b>			
Identify characters, settings and major events in stories			
Recall topics and key details from informational text			
Identify the job of the author and illustrator			
Ask and answer questions about the text			
Understand the organization and basic features of print			
Actively engage in group reading activities with purpose and understanding			
Retell a story			
Recall common sight words			
Read basic text with common sight words			
Student's Independent Reading Level			
<i>Marking Period Expectation for Independent Reading Levels</i>	A	B	C
<b>Writing Skills</b>			
Write numbers and letters legibly			
Write first and last name legibly			
Use drawings and words to give information about a topic			
Write a complete sentence correctly			

Quarter	2	3	4
<b>Mathematics</b>			
Count to 100 by 1s and 10s			
Identify number names and count sequences			
Count to tell the number of objects (quantity)			
Compare numbers to 20			
Add numbers fluently to 5			
Subtract numbers fluently from 5			
Compose and decompose numbers through 10			
Describe and compare attributes			
Classify and count objects in different categories			
Identify and describe 2D and 3D shapes			
Analyze, compare, create and compose different shapes			
<b>Science</b>			
Observe and describe weather and seasons			
Observe and describe living things			
Observe the production of sound			
<b>Social Studies</b>			
Name/Identify symbols and practices of the United States of America			
Understand maps represent actual places			
Explain the difference between a need and a want			

Quarter	2	3	4
<b>Social Emotional Learning Standards</b>			
Listen to and follow school and classroom rules			
Accept responsibility for behavior			
Solve conflict appropriately			
Show respect for peers, adults and property			
Use time effectively to create quality work			
Participate and work well in a variety of settings (independently, small group, whole class)			
Demonstrate organization skills			
Demonstrate effort to learn and seek help when needed			
Complete homework assignments			
<b>Attendance</b>			
Absences			
Tardies			

<b>Grading Key for Indicators</b>
4: Exceeds expectations
3: Meets expectations
2: Progressing towards expectations
1: Progressing towards expectations with adult support
NA: Not assessed

<b>Encore Classes</b>				
Quarter	2	3	4	

<b>Quarter 2 Teacher Comment</b>
<b>Quarter 3 Teacher Comment</b>
<b>Quarter 4 Teacher Comment</b>



NAME:	STUDENT ID:
SCHOOL:	HOMEROOM:
TEACHER:	PRINCIPAL:

KINDERGARTEN SUPPLEMENTAL PROGRESS REPORT

2016-2017 School Year

Report Period: 1 2 3 4

**Letter and Sound Recognition**

	Upper case	Lower case	Sounds	Prints
Aa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bb	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jj	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ll	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Qq	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rr	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vv	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ww	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Xx	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTE: A ✓ in a box indicates mastery.

**Readiness**

**Identifies colors**

Red	<input type="checkbox"/>
Orange	<input type="checkbox"/>
Yellow	<input type="checkbox"/>
Green	<input type="checkbox"/>
Blue	<input type="checkbox"/>
Purple	<input type="checkbox"/>
Black	<input type="checkbox"/>
Brown	<input type="checkbox"/>
White	<input type="checkbox"/>

**Identifies Shapes**

Circle	<input type="checkbox"/>
Square	<input type="checkbox"/>
Rectangle	<input type="checkbox"/>
Triangle	<input type="checkbox"/>
Hexagon	<input type="checkbox"/>
Cube	<input type="checkbox"/>
Cone	<input type="checkbox"/>
Cylinder	<input type="checkbox"/>
Sphere	<input type="checkbox"/>

**Number recognition**

	Recognition	Quantity	Prints
0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments**

## Sight Words

the	I	a	to
is	my	go	me
like	on	in	so
we	it	and	up
at	see	he	do
you	an	can	no
am	are	this	look
for	come	that	play
was	had	they	too
all	be	as	one
by	what	has	her
him	with	if	made
or	not	said	out
now	of	boy	she
then	his	yes	girl
how	from	came	because
have	there	here	into