

VERONA PUBLIC SCHOOLS KINDERGARTEN REPORT CARD

REPORTING KEY FOR ACADEMIC DEVELOPMENT
4: Exceeding Learning Standards: Student performance demonstrates an understanding of the knowledge and skills beyond grade-level expectations and consistently shows evidence of higher level thinking. A "4" indicates unusually high achievement.
3: Meeting Learning Standards: Student performance demonstrates a thorough understanding of the knowledge and skills expected at this grade level.
2: Approaching Learning Standards: Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level.
1: Not Meeting Learning Standards: Student performance does not demonstrate an understanding of the knowledge and skills expected at this grade level.
*: Learning Standard Not Addressed in This Marking Period

LANGUAGE ARTS			
READING	MP1	MP2	MP3
<i>Understanding your child's reading level</i>			See page 3
Applies concepts of print			
Identifies letters			
Identifies sounds of letters			
Recognizes high frequency words			
Listens and responds to text that are read aloud			
Demonstrates reading stamina with "just right" books			
Applies comprehension skills			
Retells a story			
WRITING	MP1	MP2	MP3
Generates ideas			
Demonstrates writing stamina			
Writes for different purposes			
Uses developmentally appropriate spelling			
Applies writing mechanics			

MATHEMATICS			
Counting and Cardinality	MP1	MP2	MP3
Knows number names and the count sequence			
Counts to tell the number of objects			
Compares numbers			
Operations and Algebraic Thinking			
Understands addition as adding to and putting together			
Understands subtraction as taking away			
Number and Operations in Base Ten			
Works with numbers 11-19 to gain foundations for place value			
Measurement and Data			
Describes and compares measurable attributes			
Classifies objects and counts the number of objects in categories			
Geometry			
Identifies and describes shapes			
Analyzes, compares, creates, and composes shapes			

Student:	
Teacher:	
School:	
Academic Year:	

ATTENDANCE	MP1	MP2	MP3
Present			
Absent			
Tardy			

SCIENCE	MP1	MP2	MP3
Demonstrates understandings of concepts, content, and vocabulary			
Displays curiosity about objects, investigations, and concepts			
Actively participates in discussions and activities			

SOCIAL STUDIES	MP1	MP2	MP3
Demonstrates understandings of concepts, content, and vocabulary			
Interprets maps, globes, charts, and graphs			
Actively participates in discussions and activities			

FINE MOTOR SKILLS	MP1	MP2	MP3
Demonstrates control of pencils and crayons			
Uses scissors correctly			
Writes name using upper & lower case letters			
Uses correct letter formation – upper case			
Uses correct letter formation – lower case			
Uses correct numeral formation			

BEHAVIORAL KEY
Attained (A): Consistently meets expectations
Progressing (P): Sometimes meets expectations
Needs Improvement (N): Not meeting expectations

SOCIAL DEVELOPMENT AND LEARNING HABITS	MP1	MP2	MP3
Exercises self-control			
Respects others			
Listens attentively			
Follows directions			
Stays on task			
Works cooperatively			
Submits homework on time			
Organizes materials			
Observes rules and routines			
Organizes and communicates thoughts clearly			
Participates in discussions and activities			

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MARKING PERIOD 2 COMMENTS

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MARKING PERIOD 3 COMMENTS

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(Student's first and last name _____) will be assigned to grade _____ for the school year _____.

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Understanding your child’s reading level

The Reading Process

Reading is a ‘self-extending’ process. As we apply strategies to meet challenges to our comprehension and fluency, we extend and refine our ability to read. However, we must work with texts that are within our ability level. If the text is too hard, the process breaks down and comprehension is lost. The struggling reader cannot perform effectively, and reading is short-circuited.

The Fountas and Pinnell Reading Levels

Leading reading experts, Fountas and Pinnell, developed a leveling system that organized books according to a specific set of characteristics to help teachers instruct students with appropriate texts. Books at a particular level share similar characteristics and are similar to one another in terms of difficulty. This system is often referred to as the “Fountas and Pinnell Reading levels.” At each level, there is a cluster of characteristics that helps teachers teach to the text and address challenges encountered by the reader. Characteristics include print features, vocabulary, sentence complexity, text structure, content, language features, literary features, themes and ideas. The Fountas and Pinnell Reading levels are organized from A-Z, which classify the text from easy to hard.

[*A list of specific text characteristics associated with each level can be found here.](#)

Determining a students’ reading level

It is important to note that texts are leveled, not students. Students will continually demonstrate growth with reading and the Fountas and Pinnell reading level associated with the student will change accordingly. A variety of reading assessments help to determine the reading level at which they are currently receiving instruction and the level at which they can read independently (Independent level vs. instructional level- see below). These assessments include, but are not limited to, the Developmental Reading Assessment (DRA) and running records.

[*A list of typical reading behaviors associated with each reading level can be found here.](#)

[*A chart of parent tips to help your child at each level can be found here.](#)

Instructional level vs. Independent level

Teachers work with students at two separate reading levels. One is a student’s “instructional reading level”; that is, the level that a student can read with instructional support. The “independent reading level” is one at which the student can read without teacher support. On average, a student’s independent reading level will be one or two levels lower.

	MP1	MP2	MP3
Your child’s Instructional Reading level:			
Your child’s Independent Reading level:			

Grade level expectations

Literary experts have aligned the Fountas and Pinnell reading levels to approximate grade levels. Referred to as the “Fountas and Pinnell progress monitoring chart,” the chart is organized by grade level and states the expected grade level reading performance for each month of the school year (September –June). The months in which report cards are issued are highlighted in yellow (December, March, and June). If the student’s instructional level matches the indicated level on the progress monitoring chart at the particular point in time, the student can be considered to be reading on grade level. If the student’s level is higher, then the student can be considered to be reading above grade level.

Fountas and Pinnell Instructional Reading Level Expectations

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Kindergarten	---	A	B	B	C	C	C	D	D	D
Grade One	D	E	F	F	G	H	H	I	J	J
Grade Two	J	K	K	K	L	L	L	M	M	M
Grade Three	M	N	N	N	O	O	O	P	P	P
Grade Four	P	Q	Q	Q	R	R	R	S	S	S

**The above information was adapted from the Guided Readers and Writers: Teaching Comprehension, Genre, and Content Literacy by Fountas and Pinnell*