

Student Name \_\_\_\_\_

ID Number \_\_\_\_\_

School \_\_\_\_\_

Teacher \_\_\_\_\_



**Minneapolis Public Schools**  
 School Year 2014-15  
**Kindergarten Report Card**

Attendance is important	GP1	GP2	GP3	GP4
Days Present				
Days Absent				
Times Tardy				

Please check all that apply:     Advanced Learner     English Learner     Recommended for After School     Special Education Learner

MATH	GP1	GP2	GP3	GP4	KEY
Unit 1- Patterns Students will explore patterns in their world. They will create, complete, and extend repeating patterns. They will identify a repeating unit. Students will extend their understanding about patterns in Unit 7 when exploring growing and shrinking patterns.					* Individual Education Plan (IEP) 1 Below grade level, requires intensive support 2 Below grade level, but making good progress 3 Performing at grade level 4 Performing beyond grade level standard NA Does Not Apply at this Time  <b>General Comments</b> Sample Comments Display Here  <b>Math</b> Sample Comments Display Here  <b>Reading/Writing/Language</b> Sample Comments Display Here  <b>Science</b> Sample Comments Display Here  <b>Social Studies</b> Sample Comments Display Here  <b>Music/Physical Ed/Visual Arts</b> Sample Comments Display Here  <b>Social Emotional Skills</b> Sample Comments Display Here  <b>English Learner</b> Sample Comments Display Here
Unit 2- 2D Shapes Students will sort and compare 2D shapes based upon the attributes of color, size, thickness and shape. They will compare and describe shapes by their attributes. They will use shapes to model objects in the real world.					
Unit 3- Counting Collections and Number Relationships Students will explore the relationship between quantities and whole numbers. Students will develop their Number Word Sequence. Students will develop accurate counting strategies.					
Unit 4- Compare, Order, and Sort by Attributes Students will explore comparing and ordering objects by size, length and weight. They will measure objects using non-standard units. They will sort objects according to their attributes.					
Unit 5- 3D Shapes Students will sort and compare 3D shapes based upon the attributes of color, size, thickness and shape. They will compare and describe shapes by their attributes. They will use shapes to model objects in the real world.					
Unit 6- Solving Problems Students will explore situations involving combining and separating numbers. Students will demonstrate forward and backward counting skills up to 31. Students will explore different ways of representing numbers up to 31. Students will compare and order numbers up to 20 through the use of number sense routines.					
Unit 7- Patterns 2 Students will continue their exploration of patterns to include growing and shrinking patterns. Students will be able to identify a pattern as repeating, growing or shrinking. They will be able to extend and complete different types of patterns. They will be able to create repeating, growing and shrinking patterns.					
<b>READING</b>	<b>GP1</b>	<b>GP2</b>	<b>GP3</b>	<b>GP4</b>	
Foundational Skills: Student knows and applies grade level knowledge of word parts and sounds to decode a range of grade-level words. Knows the sounds of consonants and long and short vowels. Reads common high frequency words.					
Reading- Informational Text: With support, student asks and answers questions, retells key details, and describes connections in text. Student knows and uses key book features (covers, title, author, illustrator) to help understand text. Student can describe the relationship between illustrations and the text and can identify basic similarities and differences in two texts on the same topic.					
Reading- Narrative Text: With support, student asks and answers questions, retells familiar stories, and identifies characters, settings, and major events. Students recognize common types of text and can identify the author and illustrator and their role in telling a story. Student can describe the relationship between illustrations and the text and can compare and contrast the adventures of characters in familiar stories.					
<b>READING RANGE</b>	<b>GP1</b>	<b>GP2</b>	<b>GP3</b>	<b>GP4</b>	
Range of Reading and Level of Text Complexity: Student independently and successfully reads and comprehends literature and informational texts at grade level. Expected Level by Quarter (quarter 1 level A, quarter 2 level B, quarter 3 level B/C, quarter 4 level D)					
<b>WRITING</b>	<b>GP1</b>	<b>GP2</b>	<b>GP3</b>	<b>GP4</b>	
Types and Purposes: Student can use drawing, dictating, and writing to compose opinions, informational/explanatory texts, and narratives.					
Writing Process: Production and Distribution of Writing: Student uses the writing process. Student produces and publishes writing, including using technology as a publication tool.					
Research to Build and Present Knowledge: Participate in research projects using grade level criteria					
<b>LANGUAGE</b>	<b>GP1</b>	<b>GP2</b>	<b>GP3</b>	<b>GP4</b>	
Conventions of Standard English: Student demonstrates command of the conventions of standard English, using grade level criteria, when writing or speaking					
Vocabulary Acquisition and Use: Student determines the meaning of unknown and multiple meaning grade-appropriate words and phrases. Student expands their known and used vocabulary.					

<b>SPEAK, LISTEN, VIEW</b>	<b>GP1</b>	<b>GP2</b>	<b>GP3</b>	<b>GP4</b>
Comprehension and Collaboration: Student takes part in a variety of rich, structured conversations built around important content. Student evaluates and synthesizes a multitude of ideas.				
Presentation of Knowledge and Ideas: Student presents ideas clearly and persuasively and adapts to a variety of contexts and tasks.				
Media Literacy: Student acquires and shares knowledge using traditional or digital multimedia formats for communication.				
<b>SCIENCE</b>	<b>GP1</b>	<b>GP2</b>	<b>GP3</b>	<b>GP4</b>
Practice of Science and Engineering (Embedded in all other units) Students will observe, sort and compare object's properties. They record observations (writing, drawing, numbers) and communicate about them with others.				
Materials in Our World (Fabric, Paper or Wood) Students will observe and compare the properties of a variety of kinds of wood, paper and fabric. They discover what happens when they subject the materials to a number of tests and interactions. Students will communicate their observations orally and through drawings.				
Our Weather and Seasons Students will observe, name, describe, and measure (using a form of data collection and tracking) the many kinds of daily weather. They experience the four yearly seasons and describe how the weather and seasons change.				
Objects Found in Nature (Trees) Students will observe, describe and compare different kinds of trees and leaves. They engage in stematic investigations of trees and the needs of living things to better understand trees' place at school and in the community, this provides experiences on the way to understanding all plants.				
Objects Found in Nature (Animals 2 by 2) Students will interact with common land and water animals, identifying the needs of living things. Students observe and care for one animal over time, and then are introduced to another animal similar to the first but with differences in structure and behavior. Students observe and compare the animals, communicating their reasoning and supporting their views.				
<b>SOCIAL STUDIES</b>	<b>GP1</b>	<b>GP2</b>	<b>GP3</b>	<b>GP4</b>
Unit 1- Rules, Rights, and Responsibilities Students will learn the rules of the classroom, school, and community and understand why those rules exist, and consequences for not following rules. Students will also demonstrate being a responsible community member. Students will learn skills necessary for effectively working with their peers such as listening, being fair and demonstrating good sportsmanship.				
Unit 2- Time, Families and Culture Students will describe ways people learn about the past and be able to reference time in the past, present and future with a variety of words. Students will compare and contrast their family traditions with other families, and understand why people celebrate differently.				
Unit 3- Needs and Wants Students will distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy). Students will identify needs and wants in their own lives.				
Unit 4- Goods and Services Students will identify goods and services that could satisfy a specific need or want. Students will distinguish between goods (objects that can be seen or touched) and services (jobs others do for us).				
Unit 5- Geography Students will describe a map and globe as a representation of space. They will describe spatial information in drawings and pictures and identify natural and human characteristics of places.				
Unit 6- My Nation, State and Community Students will describe symbols, songs and traditions that identify our community, nation and/or state. Students will learn about important people (presidents, historical figures) in our country. Students will also discuss important holidays and reasons for celebrations.				
<b>GENERAL MUSIC</b>	<b>GP1</b>	<b>GP2</b>	<b>GP3</b>	<b>GP4</b>
Music Foundations Student reads and notates grade-level music notation. Student identifies and uses grade-level vocabulary.				
Create Student creates music within given guidelines by arranging (gr 1), composing (gr 3, 5) or improvising (gr 2, 4).				
Perform Student performs music with appropriate expression by singing (gr 1, 3, 5) or performing on instruments. (gr K, 2, 4)				
Respond Student demonstrates music listening skills. Student communicates understanding of musical characteristics of a variety of music.				
Participation: Student shows appropriate work habits and participation.				
<b>PHYSICAL EDUCATION</b>	<b>GP1</b>	<b>GP2</b>	<b>GP3</b>	<b>GP4</b>
Fitness: Student participates in physical activity for fitness and fun. Student develops strength and endurance through exercise and play.				
Coordination and Team Sports: Student safely uses equipment. Student moves body safely and correctly while learning to develop a specific skill.				
Cooperative Activities: Student displays good sportsmanship and respects others while working cooperatively together to accomplish a common goal.				
Lifetime Activities: Student safely uses equipment and moves correctly while learning about lifetime activities.				

<b>VISUAL ARTS</b>	<b>GP1</b>	<b>GP2</b>	<b>GP3</b>	<b>GP4</b>
Skills: Student demonstrates the foundational skills of art making through use of tools, materials and technique.				
Create: Student creates artwork reflective of learning targets.				
Present and Reflect: Student shares artwork with peers, teacher and community. Student reflects on their own work and the work of others.				
Participation: Student participates in art class activities, puts effort into completing well-crafted artwork and demonstrates strong work habits.				
<b>SOCIAL EMOTIONAL SKILLS</b>	<b>GP1</b>	<b>GP2</b>	<b>GP3</b>	<b>GP4</b>
Demonstrates respect, confidence, and pride in self				
Manages and expresses emotions constructively				
Identifies goals for academic success and classroom behavior				
Demonstrates perseverance				
Demonstrates empathy toward others				
Recognizes thoughts, feelings, and perspectives of others				
Builds and maintains positive relationships				
Demonstrates effective communication skills				
Constructively resolves conflicts with others				
Works collaboratively in groups				
Communicates and interacts respectfully with others				
Applies decision-making skills responsibly				
Demonstrates critical thinking and problem-solving skills				
Demonstrates creativity				
Completes work on time				
Works independently				
<b>ENGLISH LEARNER</b>	<b>GP1</b>	<b>GP2</b>	<b>GP3</b>	<b>GP4</b>
Writing				
Listening				
Speaking				
Reading				

<b>SOCIAL EMOTIONAL SKILLS THAT SUPPORT LEARNING</b>
1 Needs Improvement (Does not regularly perform)
2 Support Required (Needs regular support)
3 Meets expectations (with little support)
4 Independent (Demonstrates skills across settings)

<b>ENGLISH LEARNER (EL)</b>
1 Student language growth is at risk, needs support
2 Student is not on target to make basic growth
3 Student is on target to make basic growth on WIDA
4 Student is on target to make high growth on WIDA

X \_\_\_\_\_ Date \_\_\_\_\_