

Kindergarten Progress Report [redacted] Spring

Student: [redacted]
Teacher: [redacted]
Grade: Kindergarten
Birthday: [redacted]

Developmental Guidelines

Teaching Approach

The goal of the kindergarten year is to support children’s social, emotional, cognitive and physical development. Attention is paid to play, problem solving and children’s ability to see themselves as part of the class, school and world community. They are encouraged to become authors, to develop reading skills and to treasure experiences with oral language and books. Children work with math concepts and skills that extend their understanding and challenge their growing problem solving and reasoning abilities. Science is ever present in children’s lives, and the experiences here offer them opportunities to observe, compare, question and predict. We want to sustain their sense of wonder and empower them to make sense of their world.

The teaching approach and curriculum are designed to meet the needs of the children’s developing minds and bodies and to help them feel successful and capable in this first year.

This Progress Report presents each specific skill, behavior, or accomplishment in the form of grade level goals. After observing the child at work and play, and reviewing a wide range of indicators of progress -- class work, homework, individual assessments -- the teacher indicates how well the child is progressing in terms of each goal by filling in one of the appropriate assessment terms described below. These goals are set to reflect the progression of skills, behaviors, and accomplishments that we expect children to meet by the end of the current reporting period. They take into consideration the range of children’s development at their grade level. Due to individual developmental differences among children, it is expected that some students may achieve proficiency in some skill areas earlier while others will do so later.

Terms

These categories reflect the degree to which the child has acquired the skill, behavior, and/or knowledge described by each of the grade level goals listed.

- (NY)** Not Yet..... The skills, behaviors or concepts are not yet demonstrated.
- (D)** Developing..... The skills, behaviors or concepts are demonstrated inconsistently only with support.
- (O)** Often..... The skills, behaviors or concepts are demonstrated with some independence and some consistency.
- (C)** Consistent..... The skills, behaviors or concepts are demonstrated independently and consistently.
- (AC)** Area of Concern.. Specific and individualized support, instruction and/or intervention may be necessary.
- (NA)** Not Applicable:.... The teacher has not yet introduced the child to the necessary instruction.



Social Emotional

	Fall	Spring
Plays cooperatively	C	C
Shares and take turns	C	C
Uses words to express feelings	O	O
Treats others with consideration and respect	C	C
Shows empathy for others	C	C
Adjusts to new places and unexpected events	C	C
Demonstrates impulse control	C	C
Responds with resilience to common frustrations and disappointments	C	C
Demonstrates ability to reflect on actions and words appropriately	C	C
Works to solve conflicts through negotiation and discussion	C	C
Seeks help and uses suggestions when unable to resolve conflict independently	C	C
Sets appropriate limits with peers	C	C
Responds to appropriate limits set by peers	C	C
Responds to appropriate limits set by adults	C	C



Approach to Learning, Work and Play

	Fall	Spring
Demonstrates curiosity and enthusiasm for learning	C	C
Willing to try new things/take risks	C	C
Manages routine transitions independently	O	C
Shows interest in the ideas of others	C	C
Listens to and follows directions	O	C
Collaborates with others	C	C
Demonstrates sense of organization of materials and work	C	C
Takes care of materials and belongings	C	C
Participates in clean up	O	O
Listens attentively to discussions and instructions	C	O
Likes learning new things	C	C
Participates in discussions	O	O
Seeks out answers to problems independently	O	O
Perseveres on difficult tasks	C	C
Accepts and works through mistakes	C	C
Uses class time effectively	O	O
Works with thoroughness and attention to detail	C	C
Sustains appropriate focus on teacher directed tasks	C	C
Sustains appropriate focus on self directed tasks	C	C
Completes homework on time	C	C
Works independently on teacher directed tasks	O	C
Works independently on self directed tasks	C	C
Follows multi-step tasks	O	C

Fall

[Redacted] has made a fine transition into kindergarten. She is a thoughtful, kind and capable child, who is open to learning new things and to making new friends. [Redacted] has bonded well with her teachers and seems to feel safe and secure at Park.

[Redacted] comes into the classroom independently each morning. She is often a bit late and that can be disorienting for her,



though she adapts soon enough. [REDACTED] has taken ownership of the classroom and learned where the materials in it "live." This augments her independence and agency in the classroom. She loves to be busy with art projects from paper to play dough.

[REDACTED] understands kindergarten behavioral and learning expectations and meets them well. She follows class rules and routines, and can be helpful at cleanup. [REDACTED] seems comfortable and at ease in various situations, and can "read the room" to join in whatever is happening.

[REDACTED] is making friends with her classmates and her third grade buddy. She likes various kinds of play, but thrives with art work. Her drawings, paintings and sculpture show a fine sense of design and skill. They are beautiful. [REDACTED] also likes games, building and outdoor activities with friends. Her play is harmonious and empathetic. She can speak up for herself if needed. She can also listen to others and respect their boundaries.

[REDACTED] approaches learning with respect and consideration. During lessons she listens well, then joins in activities readily. She will contribute to our discussions, but often only if called on. [REDACTED] works at a slow, steady pace. She takes her time to make all of her work beautiful. [REDACTED] energy for learning and play stays steady throughout the day.

Spring

[REDACTED] is a kind and thoughtful child. She is an attentive, collaborative and capable student. She works steadily and slowly, giving each task her best attention. Her work is quite beautifully and carefully done. It is a pleasure to behold.

In play or during work [REDACTED] shows her gentle yet spirited and happy nature. She gets along well with her friends, often helping them to get along better with each other by modeling kindness and collaboration. She will also speak up for another child, whether to a friend or a teacher, if that child is in need. [REDACTED] is well appreciated by her friends and teachers alike.

[REDACTED] has a respectful attitude toward learning. She is curious and attentive, and follows through on all activities and assignments well. Her kindergarten portfolios are full of her fine accomplishments and gorgeous art work.



Language Arts

	Fall	Spring
Listening and Speaking		
Makes appropriate and relevant contributions to discussions	C	C
Focuses attention on speakers in discussion	C	C
Speaks using appropriate volume, clarity and pace	C	C
Asks questions to clarify and gain understanding	C	C
Expresses ideas and thoughts in a clear and organized manner	C	C
Reading and Literature		
Shows interest in listening to stories	C	C
Shows interest in reading books	C	C
Shows interest in independent reading	C	O
Uses a variety of strategies to construct meaning from print	C	C
Uses background knowledge or picture cues to make predictions about texts	C	C
Rhymes words	C	C
Identifies first sounds	O	C
Matches oral words to printed words	D	O
Able to retell and interpret a story or other text	O	C
Understands conventions of print (left to right, top to bottom and parts of a book)	C	C
Identifies last sounds	O	C
Writing		
Generates an original story that makes sense	D	C
Knows all upper case letter names	C	C
Knows all consonant sounds	NY	O
Knows all vowel sounds	NY	O
Knows all lower case letter names	NY	O
Spelling and Grammar		
Uses awareness of sound-letter correspondences to spell	D	O

Uses some conventional spelling (CVC, long vowel patterns, known words)	D	O
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Handwriting and Mechanics

Forms upper case letters correctly	C	C
Forms lower case letters correctly	NA	D
Writes legibly	O	C
Spaces appropriately between words	D	C
Orients writing correctly on paper	C	C

Fall

[redacted] is a beginning reader and writer. She enjoys hearing stories and looking at books during Time To Read and Reading Buddies. She is a storyteller herself, and her friends love to listen to her tales.

[redacted] entered kindergarten knowing about half of the names of letters of the alphabet and very few letter sounds. She now names all of the upper case and most of the lower case letters. [redacted] knows 12 letter sounds, including the consonant sounds taught. She is learning! It is important that she continue to learn all letter sounds with automaticity. [redacted] is working to sound out consonant-vowel-consonant words like "fan" and "man."

[redacted] is beginning to develop a sight word vocabulary (six words now) from those introduced in class. She uses them to read early patterned texts, which delights her.

[redacted]'s Magic Seed story, entitled The Growing Plant, is a sweet beginning story combining magic and logical events. It is, in her own words, "beautiful!" In writers' workshop she has shown her enjoyment of writing with stories about mermaids, a wand and her "empty bowl."

[redacted] uses estimated spelling with teacher help to write words, and increasingly hears ending as well as beginning sounds. She enjoys sharing her stories from the Author's Chair. Her voice is clear and strong.

Spring

[redacted] has made progress in Language Arts from where she entered at the beginning of the year. She is an avid storyteller and writer. Her love of books has augmented her interest in learning to read.

[redacted] has learned the letter sounds and can blend them to read one syllable short vowel phonetic words like "fun" and "had", though she needs reminders about some vowel sounds.

[redacted] has developed a beginning sight word vocabulary. She is picking up new words from her readers with increasing ease, and is near the end of the year kindergarten level in the Fountas and Pinnell LLI reading series.

[redacted] loves to draw and color. She has embedded her fabulous illustrations in her weekly writing, creating lovely little stories. Her handwriting is beautiful. The end results are lovely. We always enjoy the stories she shares from the Author's Chair. Her voice is easily heard.

To keep her newly gained skills strong and to advance her reading comfort for first grade [redacted] might enjoy keeping a journal this summer, and reading in some early patterned texts and the phonetic "Bob Books" which can be found to in libraries or to purchase on the internet.



Mathematics

	Fall	Spring
Number and Operations in Base Ten		
Recognizes numbers up to 30	D	O
Counts to 100 by ones	NY	C
Counts to 100 by tens	NY	C
Counts forward to 32 starting with numbers other than 1	D	C
Writes numerals 0-20 to represent the number of objects (some reversals are typical)	O	O
Counts sets of objects accurately in the range of 1-20	O	C
Tells "how many" objects in the range of 1-10 without moving the objects	O	C
Compares sets of objects in the range of 1-10, and tells which set has more and which has less	C	C
Operations and Algebraic Thinking		
Classifies objects by common attributes	O	O
Identifies, extends and builds patterns	C	C
Shows addition and subtraction problems using objects and visuals such as: fingers, drawings or numbers	D	C
Adds and subtracts quickly and easily to 5	O	O
For any number 1-9 finds the other number needed to make 10	O	C
Measurement and Data		
Understands that a calendar is a tool to keep track of days, weeks, months and years	O	C
Reads and interprets simple graphs	O	C
Conducts simple surveys	O	C
Understands length as something that can be compared and measured	NA	C
Geometry		
Describes two-dimensional shapes (triangle, square, circle, rectangle, hexagon) by number of sides, number of corners, and so on	O	C
Names two-dimensional shapes (triangle, square, circle, rectangle, hexagon) in the environment	O	C
Draws two dimensional shapes	C	C
Tells whether shapes are two-dimensional (flat) or three- dimensional (solid)	O	C
Sorts 2 and 3 d objects in various ways	D	O

Math Practices

Uses numerals to represent specific amounts	<input type="radio"/>	C
Expresses ideas and reasoning using math vocabulary	<input type="radio"/>	C
Makes sense of problems	<input type="radio"/>	C

Fall

[REDACTED]'s math skills are developing, though there are mid-year benchmarks that she has not yet attained. Our daily math review happens first thing in the morning for about 10 minutes, and so it is important that [REDACTED] be to school and settled by 9 am. Some playful practice at home counting aloud to 100 (in English and [REDACTED]!) by ones and tens, and playing games with numbers to 30 will help her meet those benchmarks.

[REDACTED] can count aloud to 49 by ones. She does not yet count by tens. She recognizes most numbers to 19 (not 12) and writes numbers to 19 (with some reversals).

[REDACTED] counts objects to 10 and beyond with good one to one correspondence.

Through our group lessons, [REDACTED] is being exposed to skills for addition and subtraction, which we will delve into more deeply next term. Those skills include moving up and down the number line to 10, quickly adding (not yet subtracting) numbers to 5, and for any number 1 - 9 finding the other number needed to make 10.

[REDACTED] generally listens well to information presented and asks questions for clarification if she needs it. She applies herself well to the task at hand, though she can become over absorbed with the coloring portion of an assignment.

[REDACTED] knows some of the names of geometric shapes introduced (circle, square, triangle, but not yet trapezoid and hexagon), and can determine the numbers of sides and corners for each. She can distinguish three dimensional and two dimensional shapes, and can draw a circle, square and triangle well.

When in math stations, [REDACTED] works carefully, giving her attention, cooperation and effort to the activity at hand. She is a good partner, maintaining interest and focus throughout the hour.

Spring

[REDACTED]'s math skills and thinking developed well in this second half of the year. She can count to 100 by 1s and 10s, and recognizes and writes numbers to 20 (with some reversals). Reading numbers beyond 20 is still somewhat challenging, but it is coming along.

[REDACTED] can add and subtract using manipulative objects. She almost knows the five math facts by heart, and some playful practice should help her leap toward that skill.

[REDACTED] thinks clearly when a word problem is posed. She retains information well and considers carefully whether she is adding or subtracting. She is learning to show her thinking with pictures or symbols. [REDACTED] explains her thinking using mathematical language with growing confidence.

[REDACTED] thoroughly enjoyed and did well using tools in our measurement unit (unifix cubes for length, balance scales for weight).

During all lessons and activities [REDACTED] is a focused, cooperative and capable participant.



Science

Our studies this unit included the Oak Woodland Habitat, Woodworking and Boat Making, and some "making" in our Paper unit. We planted the oak seedlings that were germinated in the fall at the East Bay MUD Nunes Staging Area. The children each chose an animal from the oak woodland habitat to study and sculpted it in clay, then presented their learning to the class. In the Innovation Lab the children applied their learning about wood and tools, and designed and made their own model boats. Then the children engaged in creating a story, marina, and shops about their boats. During our Science and Math Open House the children taught their visitors to make recycled paper and told them about their "making." In collaboration with Lisa their Art teacher, the children learned about the National Butterfly Center, made a display about the endangered land, and through their activism raised funds to support the Center. They learned more about the butterflies that live in that area when the Director came to thank them for their work and contribution to the Center.

	Fall	Spring
Demonstrates interest in topics of study	C	C
Asks relevant questions	C	C
Participates in group discussions	C	C
Makes logical predictions based on observations	O	C
Clearly communicates observations	C	C
Selects appropriate tools (magnifying glass, strainer, etc) and uses them appropriately	C	C

Social Studies / Social Justice

Our learning in Social Studies / Social Justice continued to include elements of "change making." We learned about important change makers (including Dr. Martin Luther King, Jr. and Rosa Parks, Aretha Franklin and Stevie Wonder, Dolores Huerta and Cesar Chavez, Harvey Milk and Frida Kahlo) and the qualities change makers evidence in their lives and work (care for others, courage to speak up as an ally, creative thinking, and kind support for those in need). The children read, wrote, role played and created art about their learning.

	Fall	Spring
Demonstrates interest in topics of study	C	C
Aware of self as member of classroom community	C	C
Is considerate of the needs, rights, and responsibilities of others	C	C
Participates in group discussions	C	C

Goals and Recommendations

Fall**Spring****Fall**

It has been a pleasure to welcome [redacted] into kindergarten. She is a sparkly, creative and warm-hearted child. The goals I have for her next term include learning letters, sounds and numbers with automaticity, increasing her sight word vocabulary and continuing to create amazing stories. I have no doubt that [redacted] will delve into our block building, oak woodland habitat, and boat making projects with enthusiasm. I look forward to a fine semester with [redacted] in the new year.

Spring

[redacted] had a wonderful year at Park. Her skills increased well. She is a thoughtful student and a good friend. Kudos for all of your fine work, [redacted].

Spanish

In spring, kindergarteners continued to practice the vocabulary learned through songs, weekly routines, and games. These students learned the names of farm animals by making mini-books. These students also learned about the United Farm Workers by reading about Dolores Huerta and Cesar Chavez. They created flags and chanted ¡Sí, se Puede!

	Fall	Spring
Approach to Learning and Work Habits		
Actively participates	C	C
Sustains focus	C	C
Takes risks	C	C
Strives to do best work	C	C
Works cooperatively and independently	C	C
Understands and responds to room systems	C	C
Listening		
Listens attentively	C	C
Tracks target vocabulary in yes/no or either/or format	D	O
Tracks target vocabulary in open ended format	NY	D
Speaking		
Answers questions and responds to phrases	D	O
Has correct pronunciation of Spanish words	O	C
Applies target vocabulary in games and activities	D	C
Volunteers to answer questions	C	C
Transitions to oral production of Spanish	NY	O
Reading		
Demonstrates interest in read alouds	D	C
Participates in interactive read alouds	D	C
Demonstrates interest		
Spanish games	C	C
Songs	C	C
Visual aids and artifacts	C	C



Fall

[REDACTED] loves to come to Spanish. She is very good at learning class routines. [REDACTED] is very mature in her work ethic and behavior; her work is fast and well produced. Outside of the classroom she greets me in Spanish every time. [REDACTED] is a joy to have in class.

Spring

[REDACTED] thrived in Spanish this year. She continues to create beautiful projects and has a strong work ethic. It has been a joy to have her in class.

Music

Music

Approach to Learning/Social/Emotional: By singing, moving, playing instruments and listening, kindergarten students discover how much they rely on each other in terms of participation, how we care of the class and how we show respect towards the learning environment. Through experiencing music together, students strengthened self-esteem and creative thinking as well as social skills such as working in a group and taking turns. **Movement:** Kindergarten students explore movement as it relates to music and dances from different cultures around the world.

By stepping to the beat and making creative movements to music, students develop an understanding of rhythm, beat, and the feeling of the music.

Voice/Singing: Kindergarten students learn what is singing, speaking, whispering, and chanting. They begin to learn basic melodies, with words and patterns that are repetitive and easy to learn. Many songs are related to Holidays and special school events. Nursery rhymes and songs, folk and traditional songs from a wide variety of cultures, eras and styles are part of the singing repertoire.

Theory/Musical Vocabulary: It's essential they experience the music in their body, minds, and hearts before the language is shown to them in 2D. Through rhythm play and rhythm identity, students continue to build their musical vocabulary. At this age, music theory could mean "walking beats" to learn quarter notes and identify the properties of music such as tempo, dynamics, pitch, texture, and form. **Percussion/Introduction to the xylophones:** by using rhythm instruments such as sticks, bells, drums, tambourines and other the family of Orff such as xylophones and glockenspiels instruments from around the world, students deepen their concepts and properties of music. Students learn the four categories of percussion and meet barred instruments. **Improvisation/Student Creation:** Kindergarten students are called upon for making up movement, creating compositions, and each class includes their ideas and opportunities to shine. Students perform in a variety of events to share the power of music.

	Fall	Spring
Approach to Learning and Work Habits		
Actively participates	O	C
Sustains focus	O	O
Takes risks	O	O
Works cooperatively	O	O
Theory Skills		
Rhythmic understanding	O	O
Melodic understanding	O	O
Notation	O	O
Theory	NY	NY
Instruments		
Demonstrates fine motor skills	O	O
Transfers melody/rhythm to instruments	O	O
Plays with sensitivity	O	C
Movement		
Demonstrates gross motor skills	O	O



Moves well with others ○ ○

Moves with expression ○ ○

Singing

Matches pitch ○ ○

Sings with expression ○ ○

Fall

It is a real pleasure to work with [redacted]. She is a creative, positive and respectful student. [redacted] is doing a great job singing, dancing, playing xylophones and percussion instruments. I am looking forward to continuing working with [redacted] in the new semester.

Spring

Congratulations to [redacted] She met all the musical and creative expectations for the music program. It was a real pleasure working with her. I wish her all the best.



Art

In Kindergarten art class students developed skills with observational drawing of butterfly photos, live animals and plants from the garden. They completed projects with ink marbling, metal embossing, mixed media collage, wood sculpture, color pencil posters, mural painting, clay sculpture and paper mache puppets. They viewed and discussed the work of many artists including El Anatsui, Romare Bearden, Gregory Warmack and Bodys Isek Kingelez.

	Fall	Spring
Approach to Learning and Work Habits		
Listens and focuses during discussions	O	C
Behaves appropriately, values art studio and materials	O	C
Contributes to art community by showing respect for the work of others	O	C
Artistic Communication		
Understands art language and communicates using art terms	D	O
Artistic Process		
Follows guidelines to use new techniques	O	O
Sustains focus on task	O	C
Completes small motor tasks independently	O	O
Accepts unfinished, undefined and process oriented work	O	O
Enjoys the creative process and is at ease with his/her best effort	O	O

Fall
[Redacted] is a very enthusiastic and happy student in art class. She enjoys working with the materials, listens to instructions and loves to create with the art supplies. It has been a pleasure getting to know her.

Spring
[Redacted] is an enthusiastic and imaginative participant in art class. She is very focused during studio time and puts so much effort into her creations that it can be challenging for her to finish in time. I really enjoyed the doughnut finger puppets she made at the end of the year.

Creative Movement and Dance

This year has been very interesting since the children started to work out, but as they spent more time with me they understood and it was easier to work with them, they learn the concept of movement and choreography and i also managed to make them they to create their own movement an tell history thru improvisation, and create their on choreography. i am looking forward to see the challenge that Pe will bring to them.

	Fall	Spring
Approach to Learning		
Displays confidence in self, takes risks	C	C
Interacts cooperatively with classmates through discussions and idea sharing	O	C
Listens to directions and guidelines	C	C
Keeps appropriate focus throughout class	C	C
Class Expectations		
Participates in movement activities	C	C
Works well in group	O	C
Communicates through improvisation	O	C
Demonstrates creativity & expression of own ideas/compositions	O	C
Physical Development		
Explore basic functional anatomy and develop ability to coordinate and isolate movement (ankles, elbows vertebrae, shoulder blades, neck, torso, hand, etc.)	C	C
Demonstrates ability to balance with different parts of the body (feet,hands, one leg, knees, etc.)	C	C
Performs locomotor movement:(roll, crawl, walk, run, jump, slide, gallop, march, hop, skip)	C	C
Direction and coordination: can put together a sequence of movements	O	C
Identify anatomy, develop ability to isolate movement of body parts, explore functional anatomy	C	C
Develop self-regulation while moving	C	C

Fall
 I love having [Redacted] in class. She enjoys movement and has such good energy. She likes dancing and she is very good at doing her own choreography. She also works well in groups.

Spring
 [Redacted]'s participation and concentration in class was very good. She approached dancing with a level of maturity that helped dancing come easily for her. I appreciated she could help her friends in class too. Her coordination and creativity was very good and her development to create a choreography was very strong. I am looking forward to see the challenge that PE will bring for her.

Learning Garden

	Fall	Spring
Approach to Learning and Work Habits		
Demonstrates curiosity and enthusiasm in topics of study	C	C
Listens to and follows directions	O	O
Works cooperatively with peers on projects	O	O
Sustains focus on lessons	O	O
Tools and Process Skills		
Notes and communicates observations in discussions	O	C
Makes predictions based on observations	D	O
Understands use of various gardening tools and handles them responsibly	D	O
Understands the use of various kitchen tools and handles them responsibly	NA	D
Garden and Science Concepts		
Demonstrates understanding of various cycles of nature related to grade content	D	C
Understands and describes properties of living things related to grade content	O	O
Understands and uses experimental procedures	D	D
Demonstrates a growing sense of stewardship	C	C

Fall

[REDACTED] is very thoughtful and considerate with plants and animals and especially enjoyed planting lettuce, searching for bugs, leaf collecting, singing about trees, bark rubbings, making garden tea and sour sorrel tacos.

Spring

Eager to engage in Learning Garden projects, [REDACTED] contributes respect, passion and enthusiasm for the natural world. She showed patience, teamwork and leadership when helping herd the chickens back into their coop. [REDACTED] is very thoughtful and considerate with plants and animals and is a joy to have in class. This spring, she especially enjoyed playing fox and squirrels, looking for snails pillbugs & spiders, harvesting lemons to make hot herbal lemonade, planting and watering seedlings, and cooking fresh eggs from our chickens with greens from the garden.