

Kindergarten Progress Report

Fall Academic and social development

M.J. Tobin K-8 School
November 2017

The Boston Public Schools distribute official report cards for kindergarten students in March. As your child's teacher, I want to share information with you about your child's academic and social progress before then.

The skills assessed in this informal report represent general expectations that help give us an overall picture of how your child is progressing. Because all children develop at different rates, we do not expect every child to have mastered every skill at this time.

I am available to meet with you if you have any questions or would like to talk about your child's progress. Please see the attached paper for information on setting up an appointment. ***Please sign and return the attached paper with your child.***

As always, it's my pleasure to be working with your child. I have high hopes for a wonderful second half of this kindergarten year.

Kindergarten Teacher

Writing Name

Below you can see how your child is writing his or her own name.

Expectation: The student will write his/her first name without assistance.

****By the end of the school year, students should be able to write their first name and last name without assistance.****

- Assessment:**
- Student includes all letters
 - First letter is capitalized
 - All other letters are lower case
 - No letters are reversed

Next Steps:

Counting Aloud

The child will route count aloud from one.

Expectation: Students will count route count from 1-10. ****By the end of the school year, students will count from 1 to 100.**

- Assessment:**
- Students counts in order from 1-5
 - Student counts in order from 1-10.
 - Student counts in order from 1-20
 - Student counts in order from 1 to 100.

Counting Objects

The student will count a set of 10 objects. Then, the student will represent this amount on paper.

Expectation: Students will be able to count and represent on paper a set of 10 objects.
**** By the end of the school year, students should be able to count and represent on paper a set of 20 objects. ****

- Assessment:**
- Student counts in the correct order
 - Student has a system of organizing the objects for counting.
 - Student touches each object as he/she counts.
 - Student counts each bear only once

Next steps:

Identifying Numbers

I showed your child a series of flashcards, in random order, with the numbers 1–10 written on them. Every number that your child identified correctly has a checkmark next to it.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Expectation: Student identifies the numbers 1 - 10 on flashcards.
** Student should identify numbers 0-20 by the end of the school year.**

Next steps:

Identifying Letters

The student will identify all of the letters below.

The letters they identified correctly have a checkmark next to them.

A		B		C		D		E		F		G		H	
I		J		K		L		M		N		O		P	
Q		R		S		T		U		V		W		X	
Y		Z		a		b		c		d		e		f	
g		h		i		j		K		l		m		n	
o		p		q		r		s		t		u		v	
w		x		y		z		g							

Expectation: Student identifies all upper and lowercase letters by the end of the school year.

Assessment score in November: /53 **Next steps:**

Identifying Sight Words

The student will identify the sight words I, am, the, little, a, and to.

Expectation: Student identifies these sight words by this time of the year.

**The student will identify 40 sight words by the end of the school year.

___ I ___ am ___ the ___ little ___ a ___ to

Next Steps:

Reading

In the beginning, middle, and end of the year, students are assessed in how many first sounds they can identify and produce and how quickly they can identify letters.

Beginning Sounds: _____ Passing Score: 8 or more

Letter Identification: _____

Attendance and Punctuality

In addition to academic performance, a key factor in the Promotion Policy is student attendance. A student cannot have more than four unexcused absences in a marking term to receive a passing report card grades.

4
Outstanding

3
Good

2
Needs Improvement

1
Warning

Homework

4
Outstanding

3
Good

2
Needs Improvement

1
Warning

Social Development

Your child's social development is just as important as their intellectual development. Our goal is to promote habits of kindness, curiosity, respect, and emotional resilience among the kindergarten students.

Below you will find a list of some of those social behaviors. Beside each one is a symbol that describes your child's current stage of development in practicing that behavior in the classroom.

Social Habits	
Plays well with others	
Shows self-confidence	
Acts with kindness towards classmates	
Expresses emotions with control	
Respects rights and property of others	
Respects adult authority	
Understands when it's ok to talk and when it's necessary to be quiet	
Work Habits	
Shows consistent effort	
Works well with other students	
Works independently	
Completes work	
Follows instructions	

Consistently +
Sometimes √
Not quite yet -

Comments:

___ I would like to meet with you to discuss your child's progress report.

___ At this point, we do not need to meet about your child's progress report.

Student's Name: _____

Parent's Name: _____

Phone number: _____

Best time to reach you : _____

I acknowledge receiving and reading this progress report.

Parent Signature: _____

Date: _____

**** Please return this portion of the progress report as soon as possible.****

Thank you.