

Name: _____
 School: _____ Year: _____
 Teacher: _____



SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Kindergarten Report Card

California State Standards and Social Development Performance



California English Language Development Test Scores					
Test Date	Listening	Speaking	Reading	Writing	Over All

ACADEMIC DEVELOPMENTAL SKILLS					Q1	Q2	Q3	Q4
Writes name: last								
Writes name: first								
Demonstrates mature pencil grip								
Draws representational pictures								
LANGUAGE ARTS					Q1	Q2	Q3	Q4
Reading: Concepts of Print								
1.1 Demonstrates understanding of how books work								
1.6 Identifies all upper-case letters (in random order)								
1.6 Identifies all lower-case letters (in random order)								
Reading: Phonemic Awareness								
1.9 Blends sounds to make words								
1.10 Rhymes words								
1.11 Identifies beginning sounds in words								
1.11 Identifies ending sounds in words								
1.13 Counts the number of syllables in words								
Reading: Decoding and Word Recognition								
1.14 Knows consonant sounds								
1.14 Knows short vowel sounds								
1.15 Reads sight words								
Reading: Comprehension								
2.4 Retells familiar stories								
Writing: Applications								
1.1 Writes words and brief sentences independently								
Writing: Conventions								
1.1 Spells phonetically								
1.4 Writes legibly and uses proper spacing								
Listening and Speaking								
1.1 Follows 2-step directions								
1.2 Speaks clearly and in complete sentences								
Listening and Speaking: Applications								
2.1, 2.3 Delivers brief presentations about familiar experiences and interests								

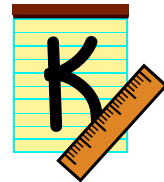
MATHEMATICS					Q1	Q2	Q3	Q4
Number Sense: Number Concept								
1.2 Counts objects to 30								
1.2 Recognizes numbers to 30								
1.2 Represents and names whole numbers to 30								
Number Sense: Computation								
2.1 Uses concrete objects to add and subtract								
Algebra and Functions								
1.1 Identifies, sorts and classifies objects								
Measurement and Geometry								
1.1 Compares length, weight and capacity of objects								
1.2 Demonstrates knowledge of concepts of time								
2.1 Identifies geometric shapes								
Statistics, Data Analysis and Probability								
1.1 Uses pictures and graphs to represent data								
1.2 Identifies, describes and extends simple patterns								
HISTORY/SOCIAL SCIENCE					Q1	Q2	Q3	Q4
K.1 Describes the characteristics of a good citizen								
K.2 Identifies state and national symbols								
K.3 Understands how people work together to create a community								
K.5 Organizes events in temporal order (days, weeks, months)								
K.6 Understands that history relates to events, people and places of other times.								
SCIENCE					Q1	Q2	Q3	Q4
Physical Science								
1.A Describes objects by physical properties								
Life Science								
2.C Names the main parts of a plant								
2.C Names the main parts of an animal								
Earth Science								
3.B Observes and describes the changes in seasons and weather								

SCIENCE (continued)					Q1	Q2	Q3	Q4
Investigation and Experimentation								
4.A Observes common objects by using the five senses								
PHYSICAL EDUCATION					Q1	Q2	Q3	Q4
Demonstrates gross motor and movement skills								
Demonstrates fine motor and manipulative skills								
Demonstrates balance and coordination								
FINE ARTS					Q1	Q2	Q3	Q4
Visual Arts								
Effort and participation								
Performing Arts								
Effort and participation								
Social Development and Work Habits					Q1	Q2	Q3	Q4
Consistently shows effort								
Respects self and others								
Listens attentively								
Meaningfully participates in classroom activities and discussions								
Follows directions								
Completes tasks and assignments								
Completes and returns homework								
Demonstrates organizational skills								
Works independently								
Programs in which the student is participating:								
<input type="checkbox"/> English Language Development (ELD) <input type="checkbox"/> Bilingual <input type="checkbox"/> Student Support Team (SST) <input type="checkbox"/> Speech <input type="checkbox"/> Special Education <input type="checkbox"/> Resource Specialist (RSP) <input type="checkbox"/> Other _____								

ATTENDANCE					Q1	Q2	Q3	Q4
Days Tardy								
Days Absent (including excused)								
TEACHER'S COMMENTS:								
1 st Quarter								
2 nd Quarter								
3 rd Quarter								
4 th Quarter								

Performance Levels Key	
Content Standards/Academic Skills	Fine Arts, Social Development and Work Habits
4Exceeds the standard	O ... Outstanding
3Meets the standard	S ... Satisfactory
2Approaching the standard	U ... Unsatisfactory
1Needs more time/practice to develop	/..... Not assessed this quarter
/Not assessed this quarter	

Reporting Periods: Q1 = 1st Quarter Q2 = 2nd Quarter Q3 = 3rd Quarter Q4 = 4th Quarter



1st Conference _____
 Parent/Guardian signature _____ Date _____

2nd Conference _____
 Parent/Guardian signature _____ Date _____

THE STANDARDS-BASED REPORT CARD: REPORTING STUDENT PERFORMANCE

WHAT IS A STANDARDS-BASED REPORT CARD?

The Standards-Based Report Card is a tool for the San Francisco Unified School District (SFUSD) to communicate a student's progress towards achieving California standards. For report cards to be useful, parents/guardians need to know what students are expected to learn at each grade level and how the teacher will evaluate the quality of student work.

WHY DOES THE SFUSD USE A STANDARDS-BASED REPORT CARD?

Standards-Based Report Cards are used for the purpose of communicating student progress with parents/guardians and is at the very core of accountability. The SFUSD developed this Standards-Based Report Card, with input from parents/guardians, teachers, principals and other stakeholders, to clearly communicate student progress and highlight the importance of meeting grade level standards.

The Standards-Based Report Card highlights the value of the California standards and the importance of students achieving these standards in all core areas: English-Language Arts, History/Social Science, Mathematics and Science. Through the Standards-Based Report Card, the SFUSD communicates what standards are being taught, the progress the student is making, and what must be learned to meet the standards.

KEY TERMS	
ASSESSMENT	The ongoing process of gathering data and giving feedback about a student's performance for the intended purpose of identifying a student's strengths and weaknesses, improve and guide instruction, and document student progress.
PERFORMANCE LEVEL	This indicates a student's level of understanding and/or performance based on the California Department of Education standards set for a particular grade level.
BENCHMARK	The performance level a student demonstrates toward mastering a standard when he or she is tested throughout the year.
STANDARDS	<p>A statement that identifies what a student should be taught and be able to do by the end of the school year. Learning Standards for each content area subject (English-Language Arts, History/Social Science, Mathematics and Science) and grade level are identified in the California Standards and Frameworks. These can be viewed at the California Department of Education web site at www.cde.ca.gov/ci.</p> <p>Please note: Standards are intended to determine what students should know and be able to do by the end of a particular grade. Performance levels are set according to the progress a student is making towards mastering those standards.</p>

PERFORMANCE LEVEL DESCRIPTIONS					
Content Standards			Fine Arts, Social Development and Work Habits		
4	Exceeds the standard	Student applies standard in ways that are in-depth and beyond what was taught.	O	Outstanding	Student demonstrates outstanding fine arts participation, social development and/or work habits in the identified area. Continued effort and achievement at the present level will contribute to the student's success both in and out of the classroom.
3	Meets the standard	Student consistently demonstrates mastery of the standard.	S	Satisfactory	Student demonstrates satisfactory fine arts participation, social development and/or work habits in the identified area. Continued effort and achievement at the present level will support the student's success both in and out of the classroom.
2	Approaching the standard	Student shows some understanding of the standard and is attempting to consistently meet the standard.	U	Unsatisfactory	Student does NOT demonstrate satisfactory fine arts participation, social development and/or work habits in the identified area. Improvement in this area is necessary for the student's continued success.
1	Needs more time/practice to develop	Student needs more practice in understanding the standard.			