

Grade Key P - Proficient: Meets grade-level expectations
 N - Needs Improvement *If blank = not assessed this marking period*

Math	MP1	MP2	MP3	MP4
1. Counting and Cardinality				
Count to 100 by ones				
Count to 100 by tens				
Represent objects with a written number				
Read and write numbers 0-20				
Count to 20 with one-to-one correspondence				
Compare groups of objects				
Compare written numbers				
2. Operations and Algebraic Thinking				
Understand addition concepts				
Understand subtraction concepts				
Solve addition word problems				
Solve subtraction word problems				
Name numbers in multiple ways				
Find numbers that make 10				
Fluently add sums to 5				
Fluently subtract differences from 5				
Identify and create patterns				
3. Numbers and Operations in Base Ten				
Use place value with numbers from 11-19				
4. Measurement and Data				
Compare measurable attributes of objects				
Classify and sort objects				
Tell time to the hour				
Recite the days of the week				
Collect data and use it to create a graph				
Identify a penny, nickel, dime, and quarter				
Tell the value of a penny, nickel, dime, and quarter				
5. Geometry				
Identify and describe 2-D shapes				
Draw and create 2-D shapes				
Identify and describe 3-D objects				
Create 3-D objects				
Describe objects using positional words				



MANHEIM TOWNSHIP SCHOOL DISTRICT

Kindergarten Progress Report - 2014-2015

Student: _____ ID: _____
 Building/Teacher: Nitrauer Elementary School /

	MP1	MP2	MP3	MP4
Excused Absences	0			
Unlawful Absences	0			
Times Tardy	0			

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Listening and Speaking	MP1	MP2	MP3	MP4
Participates in group discussions				
Verbally expresses ideas				
Listens for an appropriate period of time				
Cooperation and Responsibility	MP1	MP2	MP3	MP4
Organizes self and materials				
Works independently				
Strives for quality work				
Uses time effectively				
Follows directions				
Is respectful				
Works cooperatively with others				
Resolves conflicts peacefully				

Grade Key **A - Advanced: Consistently exceeds grade-level expectations**
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Reading	MP1	MP2	MP3	MP4
Phonological Awareness				
The ability to reflect on and manipulate the sounds in spoken words - Recognizes that sentences are made of words that represent speech - Hears and produces rhymes - Hears and works with syllables - Identifies and produces words with common beginning and ending sounds - Segments and blends sounds in words				
Phonics				
Relationship between the letters of written language and the sounds of spoken language - Recognizes and names letters - Identifies letter sounds - Uses initial and final sounds to decode words - Uses letter/sound relationship to read one syllable words				
Fluency				
- The ability to speak/read accurately and smoothly at an appropriate rate - Uses appropriate rate, inflection, and flow for songs, nursery rhymes, choral reading, and books with repetitive patterns - Reads short to long phrases - Recognizes one syllable high frequency sight words				
Vocabulary				
The words we must know to communicate effectively - Recognizes and applies environmental print - Applies new vocabulary learned in various subject areas				
Comprehension				
The ability to derive meaning from text - Identifies essential information from illustrations - Describes what a story is about - Retells known story in sequence beginning-middle-end - Differentiates between fiction and nonfiction - Identifies characters and setting in text - Exhibits comprehension through oral discussion				
Reading Skill Level				
Below Level				
On Level				
Above Level				

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Writing	MP1	MP2	MP3	MP4
Writing Readiness				
The ability to demonstrate writing readiness skills				
Focus				
The single controlling point with an awareness of task about a specific topic				
Content				
The presence of ideas developed through facts, examples, details, opinions, reasons and/or explanations				
Organization				
The order developed and sustained within and across the written piece using transitional devices				
Conventions				
The ability to use appropriate grammar, mechanics, spelling and sentence formation				

Comments: