

**Kindergarten Progress Report Card  
 2012–2013**

**Student Name:**  
**Student ID:**  
**Birth Date:**  
**School:**  
**Teacher:**

<b>Mathematics</b>	SEM1	SEM2
Counting and Cardinality		
Geometry		
Measurement and Data		
Number and Operations in Base Ten		
Operations and Algebraic Thinking		

*{Enrichment/acceleration statement will appear here.}*

<b>Science</b>	SEM1	SEM2
Earth and Space Sciences		
Life Sciences		

<b>Social Studies</b>	SEM1	SEM2
Civics		
Culture		
Economics		
Geography		

<b>Reading</b>	SEM1	SEM2
Foundational Skills		
Text Reading and Comprehension		

<b>Writing</b>	SEM1	SEM2
Expression of Thoughts and Ideas		
Writing: Processes		

<b>Language</b>	SEM1	SEM2
Conventions of Written Language		
Listening		
Speaking		
Vocabulary Acquisition and Use		

<b>Art</b>	SEM1	SEM2
Creating Art		
Responding to Art		

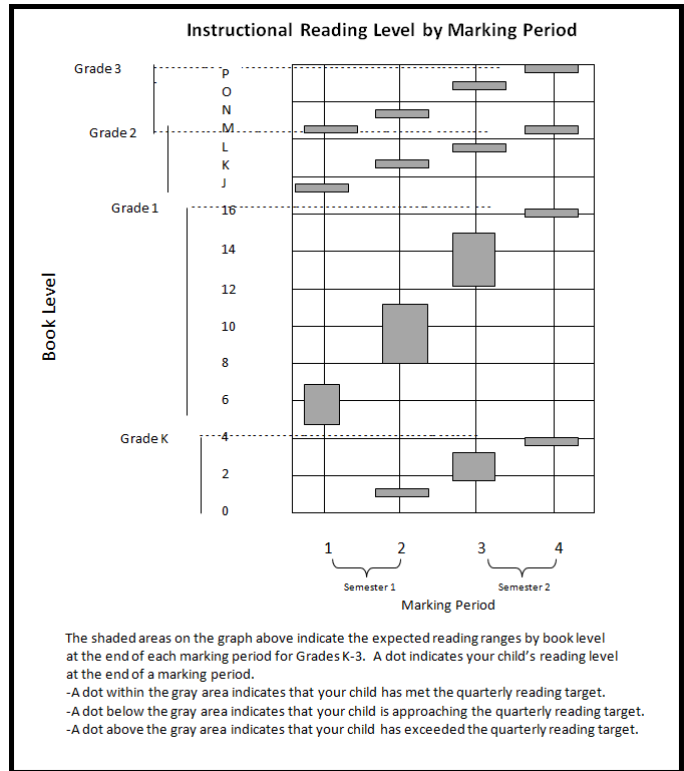
<b>Music</b>	SEM1	SEM2
Performing Music		
Reading Music		
Responding to Music		

<b>Physical Education</b>	SEM1	SEM2
Health-Enhancing Physical Fitness and Activity		
Movement Skills and Concepts		
Personal and Social Responsibility		

<b>ESOL {Level: XXX}</b>	SEM1	SEM2
Listening Skills/Comprehension		
Reading Skills/Comprehension		
Speaking Skills in English		
Writing Skills in English		

<b>Attendance</b>	SEM1	SEM2
Days Absent		
Times Tardy		

<b>Learning Skills</b>		
<b>Personal and Social Development</b>	SEM1	SEM2
Follows classroom rules /routines		
Interacts easily with peers		
Shows initiative and self-direction		
Uses classroom materials appropriately		
<b>Thinking and Academic Success Skills</b>	SEM1	SEM2
Analysis		
Collaboration		
Effort/Motivation/Persistence		
Fluency		
Intellectual Risk Taking		
Metacognition		
Originality		
Synthesis		



*{If the student is reading above a level P, the reading level statement will appear here.}*

<b>End of Year Average</b>	
Mathematics	
Science	
Social Studies	
Reading	
Writing	
Language	
Art	
Music	
Physical Education	

**Semester Period (SEM)** is an approximate eighteen-week period at the end of which individual student's achievement of the concepts and skills taught is reported.

**Measurement Topics**

A Measurement Topic is a group of related content, skills, or processes in a subject. This progress report card includes scores for Measurement Topics. Shaded boxes in a subject indicate that scores are not required on that Measurement Topic for that semester.

**Standards-Based Grading**

This standards-based progress report card is intended to give you a clear understanding of your child's progress toward end-of-year grade-level expectations. Scores are assigned by teachers who provide instruction in a subject. The chart below explains the meaning of the scores.

Score	Description
P	Meets the grade-level standard by demonstrating proficiency of the content or processes for the Measurement Topic
I	In progress toward meeting the grade-level standard
N	Not yet making progress or making minimal progress toward meeting the grade-level standard
M	Missing data – no score recorded
NEP	Not English Proficient; may be used for a level 1 or 2 ESOL student for no more than two marking periods

**Learning Skills** include Personal and Social Development Skills and Thinking and Academic Success Skills. **Personal and Social Development Skills** are the effort and behaviors that affect learning. This section shows what your child is doing that helps or hinders his/her learning. **Thinking and Academic Success Skills** permeate instruction in all content areas of the MCPS Pre-K-5 Integrated Curriculum. The chart below explains the meaning of the codes for Personal and Social Development Skills and Thinking and Academic Success Skills.

Code	Description
DEM	Demonstrating
PRG	Progressing
N	Not yet evident

**English Language Proficiency Performance Level**

Proficiency levels are assigned by English for Speakers of Other Languages (ESOL) teachers to indicate student progress towards attaining English language proficiency.

Score	Description
BRI	Bridging–Knows and uses social and academic language working with grade-level material
EXP	Expanding–Knows and uses social English and some technical academic language
DEV	Developing–Knows and uses social English and some specific academic language with visual support
EM	Emerging–Knows and uses social English and general academic language with visual support
EN	Entering–Knows and uses minimal social language and minimal academic language with visual support

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To the Parents or Guardians of  
 Student Name  
 Student Street  
 Student City, State Zip