



STAFFORD COUNTY PUBLIC SCHOOLS ELEMENTARY PROGRESS REPORT Kindergarten

Student: _____

Teacher: _____

School: _____

FIRST QUARTER PARENT COMMENTS:

Parent/Guardian Signature _____ Conference Requested

SECOND QUARTER PARENT COMMENTS:

Parent/Guardian Signature _____ Conference Requested

THIRD QUARTER PARENT COMMENTS:

Parent/Guardian Signature _____ Conference Requested

GRADE K: EXPLANATION OF ACADEMIC CODE

4 Exceeds Standards	3 Meets Standards	2 Works Toward Standards	1 Performs Below Standards
<ul style="list-style-type: none"> Consistently expands upon standards for grade level 	<ul style="list-style-type: none"> Consistently achieves standards for grade level 	<ul style="list-style-type: none"> Meets some standards for grade level 	<ul style="list-style-type: none"> Seldom meets standards for grade level
<ul style="list-style-type: none"> Applies higher level thinking to expand knowledge, skills, vocabulary and strategies 	<ul style="list-style-type: none"> Understands and applies knowledge, skills, vocabulary and strategies 	<ul style="list-style-type: none"> Sometimes understands and applies knowledge, skills, vocabulary and strategies 	<ul style="list-style-type: none"> Seldom understands and applies knowledge, skills, vocabulary and strategies
<ul style="list-style-type: none"> Applies problem solving skills to new situations 	<ul style="list-style-type: none"> Demonstrates problem solving skills 	<ul style="list-style-type: none"> Sometimes demonstrates problem solving skills 	<ul style="list-style-type: none"> Seldom demonstrates problem solving skills

What is my child learning at school?

Stafford County’s curriculum aligns with the Virginia Standards of Learning and is designed to challenge students of varying strengths and abilities.

In reading/language arts, children use short poems, rhymes, songs and stories to learn necessary reading skills, including identifying letters and the sounds the letters represent. They are also formally introduced to writing by learning necessary skills such as how to hold a pencil, form letters correctly, and apply letter/sound knowledge to write simple words.

Similarly, children develop mathematical understandings by using objects in their environment to count numerals, identify patterns and shapes, and collect information and measure items. Science and social studies instruction helps children develop basic principles of those subjects.

How can I use this report card to help my child?

- Read and enjoy printed material with your child every day.
- Use the local libraries to check out new and familiar picture books to read.
- Look for everyday opportunities to talk about and practice letters, sounds, counting, grouping, etc.
- Hang the report card insert on the refrigerator as a reminder of letters or numbers to practice with your child.
- Check the teacher’s newsletter to find out which new skills are being introduced and which skills are being reviewed.
- Ask your child questions about his/her daily activities.
- Always encourage your child by talking about the things he/she is doing well.

**A KINDERGARTEN PARENT’S
GLOSSARY OF EDUCATIONAL TERMS**

Assess— to find out what a child knows by asking questions or examining the child’s work

Computation— combining/composing (adding) and taking apart/decomposing (subtracting) numbers

Content Standard— a description of what a child should know or be able to do in a subject area

Estimation— making a prediction for the number of objects

Geometry— the study of two dimensional shapes

Measurement— includes measuring length, weight, time, temperature, and calendar (days, months, and seasons)

Mechanics— includes writing left to right across the paper and spacing between words

Non-standard measures— using an object other than a ruler, scale, clock or thermometer to measure something. Examples include foot length, hand span, new pencil, paper clip, etc.

Number and Number Sense— developing an understanding of quantity by counting, combining, sorting and comparing the number of objects

Patterns, Functions and Algebra— the most basic understanding of patterns to include identifying, describing and extending them as well as sorting and classifying objects

Probability— the likelihood of an event occurring

Statistics— involves collecting information by displaying, counting and tallying, and understanding simple graphs

Phonics— learning the association between letters and sounds

Word Analysis— understanding how words are made of various combinations of sounds. Word analysis activities may include children sorting pictures or words that begin or end with a particular sound

Writing Process— transferring thoughts and ideas into pictures and/or written words