**Kindergarten Reading Progress Report**

**RESOURCES**

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| **Standard** |  |
| **Demonstrates the ability to use conversation to build ideas** | -anecdotal notes/observations  -Think also about all the times that you have students turn and talk or discuss ideas (Responsive Classroom activities, partnerships, group work)  -How well can students hold a conversation?  -small group (reading) notes |
| **Maintains interest and focus during reading** | -anecdotal notes/observations  -Think about: “Who is still on task?”  -Check the rubric for specific times that are expected  -Scan the room to check who is still on task after your first group, etc |
| **Demonstrates concepts of print within a text** | -anecdotal notes/observations from small group reading and writing  -CAP assessment can be used but not as the only measure  -observations of Interactive Writing, Morning Message |
| **Recognizes and produces rhyming words** | -can use the Recognition and Production of Rhymes Assessment (see Assessment Binder)—do not use this as the only measure!  -observations during Shared Reading, small group (reading)  -can also leave out rhymes from poems (Poetry Binder?)  -Clown Poem assessment (see LAS)  -“on the spot” rhyming games |
| **Recognizes and names upper and lower case letters** | -Letter ID assessment as one measure  -anecdotal notes/observations during small group reading and writing  -observations of Interactive Writing, Morning Message  -look at rubric for specific expectations, but it could be any combinations of upper and lower case  -conferences during handwriting practice |
| **Produces appropriate sounds for corresponding letters** | -Sounds assessment as one measure (may consider repeating)  -look at rubric for specific expectations  -if the child can produce a word that corresponds to the sound, credit is given  -ongoing observations during small group work  -observations/conferences in writing  -writing samples (responding to reading, narrative stories, list and label books, etc.) |
| **Reads common high frequency words** | -Look at the rubric for what is expected throughout the year  -use an assessment as well as what you observe in small group (“Could you frame the word\_\_\_\_?” “What is this word?”) |
| **Uses multiple strategies to problem solve new words** | -anecdotal notes/observations from small group work in reading  -look at ongoing running records (miscue analysis)  -For December and March progress reports, if student uses more than one cueing system, it would be considered Exceeding. For example, if student uses beginning sounds (visual cues) and picture clues (meaning), that would be Exceeding.  -Shared Reading, Morning Message |
| **Uses story elements in oral retelling of text** | -Talk about story elements through Interactive Read Aloud (students can sketch what happened in the beginning, middle, and end-can use a flip chart)  -anecdotal notes/observations from RWS fiction and retelling units and small group work  -ongoing conversations after running records  -observations during partner work |
| **Reads emergent reader text with purpose and understanding** | -ongoing assessments through running records  -*December Meeting*: Independent Level A -*December Progressing*: Instructional Level A  -*March Meeting*: Independent Level 2 -*March Progressing*: Independent Level 1  -*June Meeting*: Independent Level 4 -*June Progressing*: Independent Level 2-3 |

**Kindergarten Writing Progress Report**

**RESOURCES**

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| **Standard** |  |
| **Generates ideas and plans for writing** | -sketches- using pictures to plan the writing  -anecdotal notes  -conversations with peers about stories |
| **Applies letter/sound relationships in writing** | -look at writing samples  -anecdotal notes from conferences in writing  -Interactive Writing, Shared Writing experiences |
| **Maintains interest and focus during writing** | -anecdotal notes  -look at students’ interests and focus-How many times do you need to talk with students to keep them going?  -Check the rubric for specific times that are expected  -scan the class to see who is still writing, rereading what they wrote, etc. |
| **Applies revision strategies to written work** | -anecdotal notes from conferences with students about their writing  -Can the students go back and add details to their pictures and/or writing?  -Meeting this standard includes giving support and guidance to the students (through the whole year)  -Note: December and March rubrics are the same. The difference between Meeting and Progressing: If the student begins to add detail to pictures AND writing (Meeting) If the student begins to add detail to pictures OR writing (Progressing) |
| **Applies editing skills to written work** | -anecdotal notes from conferences with students about their writing  -writing samples  -Look at the rubric carefully for what is expected throughout the year |
| **Spells common high frequency words correctly in writing** | -Look through writing samples  -anecdotal notes from small group reading  -Look at the rubric for what is expected throughout the year |
| **Writes for many purposes in an organized way** | -Think about the drawing/writing that the students do as a whole  -Does the drawing/writing include information about the topic?  -Does the drawing/story have sequence (beginning, middle, and end)?  -for the December and March progress report, meeting this standard includes with guidance and support  -be sure to look carefully at what the students are doing over time—don’t consider only 1 sample!  -be sure to look at the rubric for what is expected for opinion, narrative, and informative pieces |