



Student Info	
Student ID	
Student Name	
Grade	KG
Teacher	
Date	May 23, 2025

"Where life's journey takes flight!"

Purpose of Standards-Based Report Cards

Standards-based reporting focuses on how well students meet learning goals, not their overall performance. It gives clear feedback on strengths and areas to improve based on state grade-level standards. Academics and Learner Behaviors are separated into two different, but equally important reporting areas. This helps families and educators make better decisions to support their students individual needs.

Attendance	Q1	S1	Q3	S2
Days Absent	0	0	2	3
Days Present	43	85	45	84
Times Tardy	0	0	0	0
Days Enrolled	43	85	47	87

Scan the QR code or visit
<https://www.lancsd.org/Page/3011>
for more information about standards reporting.



Learner Behavior Indicators

Each behavior standard is marked with a letter that corresponds to a specific definition of performance

- E - Excellent**
- G - Good**
- S - Satisfactory**
- N - Needs improvement**
- U - Unsatisfactory**

Academic Achievement Indicators

Each academic standard is marked with a number that corresponds to a specific definition of performance

- 4 - Thorough Understanding and Application of:**
grade level concept skills, complete Understanding, strong independent performance
- 3 - Adequate Understanding and Application of:** *of grade level concept skills, sufficient independent understanding*
- 2 - Partial Understanding and Application of:** *grade level concept skills, beginning to grasp concepts/skills*
- 1 - Minimal Understanding and Application of:**
concept skills that have been introduced
- NE - No Evidence of Understanding or Application of:** *concept skills that have been introduced*
- N/A or Gray Shading - Not Yet Introduced or Assessed**

Learner Behavior		Q1	S1	Q3	S2
LB	Learner Behavior				
SDL	Self Directed Learner				
SDL.1*	Works independently	G	G	G	E
SDL.2*	Asks for help when needed	G	G	G	E
SDL.3*	Organizes workplace	S	G	G	E
SDL.4*	Uses materials properly	S	G	G	E
SDL.5*	Uses time wisely	S	G	G	E
SDL.6*	Follows school/classroom rules and directions	G	G	G	E
CC	Community Contributor				
CC.1*	Demonstrates empathy for others	G	G	G	E
CC.2*	Shows respect and appropriate behaviors in all areas of the school community	G	G	G	E
CC.3*	Collaborates productively with others	G	G	G	E
QP	Quality Producer				
QP.1*	Work quality demonstrates the individual's best effort	G	G	G	E
QP.2*	Completes work neatly	G	G	G	E
QP.3*	Works and monitors progress toward learning goals	S	G	G	E
Teacher Comments:					
XXXX is a pleasure to have in class. I have enjoyed watching her grow during the first year of Kindergarten. She has grown so much over the year in all academic areas. Have your daughter practice reading and reviewing addition and subtraction facts over the summer break.					

Language Arts K		Q1	S1	Q3	S2
RF.K	Reading: Foundational Skills				
RF.K.1.a-c*	Demonstrate understanding of the organization and basic features of print.		3		4
RF.K.1.d*	Recognize and name all upper- and lowercase letters of the alphabet. (4= 52 correctly identified letters,3= 42 to 51 correctly identified letters,2= 26 to 41 correctly identified letters,1= 1 to 25 correctly identified letters,NE= 0 correctly identified letters)	1	2	3	4
RF.K.2.(I)*	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *blending sounds				1
RF.K.2.(II)*	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *segmenting sounds		1		1
RF.K.3.a-b*	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text (4=31 letter-sound correspondences,3= 25-30 letter-sound correspondences,2= 16-24 letter-sound correspondences,1=1-15 letter-sound correspondences,NE=0 letter-sound correspondences.)	1	1	3	4
RF.K.4*	Read emergent-reader texts with purpose and understanding				1
R.K	Reading: Informational Text and Literature				
RIL.K.1*	With prompting and support, ask and answer questions about key details in a text or story.	2			4
RL.K.2*	With prompting and support, retell familiar stories, including key details		2		4
RI.K.2*	With prompting and support, identify the main topic and retell key details of a text.				4
RIL.K.4*	Ask and answer questions about unknown words in a text.				3
W.K	Writing				
W.K.1*	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.				4
W.K.2*	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.				2
W.K.3*	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.			3	
L.K	Language				
L.K.2.a-b*	Demonstrate command of the conventions of standard English. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation.				4
L.K.2.c-d*	Demonstrate command of the conventions of standard English. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound letter relationships.				4
SL.K	Speaking & Listening				
SL.K.1*	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.	2			3

Mathematics K 		Q1	S1	Q3	S2
K.CC	Counting and Cardinality				
K.CC.1*	Count to 100 by ones and by tens (4=100+ correctly counted orally,3=80-99 correctly counted orally,2=50 to 79 correctly counted orally,1=1-49 correctly counted orally,NE=0 correctly counted orally)	1	1	1	4
K.CC.2*	Count forward beginning from a given number within the known sequence (instead of having to begin at 1)				1
K.CC.3a*	Writes numbers 0-20 (4=20+ correctly written numbers,3=16 to 19 correctly written numbers,2=10-15 correctly written numbers,1=1 to 9 correctly written numbers,NE=0 correctly written numbers)				3
K.CC.3b-5*	Represents a number of objects with a written numeral 0-20, and connect counting to cardinality (4=correctly counts & represents up to 20 objects,3=correctly counts & represents 16 to 19 objects,2=correctly counts & represents 10 to 15 objects,1=correctly counts & represents 1 to 9 objects,NE=0 correctly counts & represents objects)				4
K.CC.6*	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another		4	4	4
K.CC.7*	Compare two numbers between 1 and 10 presented as written numerals			4	4
K.OA	Operations and Algebraic Thinking				
K.OA.1-2(a)*	Represent and solve addition with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or		4	4	4
K.OA.1-2(b)*	Represent and solve subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or			4	4
K.OA.3-4*	Decompose and compose numbers less than or equal to 10 in more than one way, e.g., by using objects, or drawings, and record each decomposition by a drawing or			4	4
K.OA.5*	Fluently add and subtract within 5				1
K.NBT	Number and Operations in Base Ten				
K.NBT.1*	Compose and decompose numbers from 11 to 19 into ten ones and some further ones and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones				2
K.MD	Measurement and Data				
K.MD.1-2*	Describe and compare objects with measurable attributes. For example, directly compare the heights of two children and describe one child as taller or shorter	4	4	4	4
K.MD.3*	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count	1	1	1	1
K.G	Geometry				
K.G.4-5*	Analyze, compare and model/draw two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes		4	4	4

Social Studies K 		Q1	S1	Q3	S2
HSS.K	History-Social Science: Learning and Working Now and Long Ago				
HSS.K.0*	Students demonstrate/apply knowledge of grade level Social Studies content			3	3

Science K 		Q1	S1	Q3	S2
SEP	Using the Disciplinary Core Ideas & Cross Cutting Concepts students demonstrate proficiency in the following Science and Engineering Practices				
SEP.2*	Developing and using models				3
SEP.3*	Planning and carrying out investigations				3
SEP.6*	Constructing explanations and designing solutions				3
SEP.7*	Engaging in argument from evidence				3

Physical Education K 		Q1	S1	Q3	S2
PE.6*	Demonstrates the skills and concepts of physical education			E	E
PE.7*	Shows respect and appropriate behaviors			E	E

English Language Dev K 		Q1	S1	Q3	S2
P1*	Interacting in Meaningful Ways		3	3	3
P2*	Learning About How English Works		3		3