

**Baltimore County Public Schools
Kindergarten Progress Report**

Student	Teacher	Homeroom Section
School	Principal	Grade
School Year	Marking Period	Marking Period Ending

Key:
 CD – **Consistently Demonstrating** – The student acquires and applies the concept or skill consistently with minimal teacher support.
 P – **Progressing** – The student acquires and applies the concept or skill frequently and needs additional teacher support at times.
 N – **Needs Development** – The student acquires and applies the concept or skill rarely or does so with much teacher support. Additional practice is needed
 NA – **Not Applicable**

Attendance	MP1	MP2	MP3	MP4	Year Total
Days Absent					
Days Tardy					
Early Dismissals					
Attendance Rate					
Attendance Rate is the percentage of days present. The MSDE Standard for attendance is 94%.					

LANGUAGE ARTS

Reading - Foundational Skills	Fall	Spring
Print Concepts		
Phonological Awareness		
Phonics/ Word Recognition		
Fluency		

Reading - Vocabulary and Comprehension	Fall	Spring
Key Ideas and Details		
Vocabulary Acquisition		
Craft and Structure		
Integration of Knowledge and Ideas		
Range of Reading/ Level of Text Complexity		

Writing - Written Expression and Knowledge of Language and Conventions	Fall	Spring
Conventions of Standard English		
Text Types and Purposes		
Production and Distribution of Writing		
Research to Build and Present Knowledge		

Speaking and Listening	Fall	Spring
Comprehension and Collaboration		
Presentation of Knowledge and Ideas		

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MATHEMATICS

Counting and Cardinality	Fall	Spring
Knowledge of number names and count sequence		
Counting to tell the number of objects		
Comparing numbers		

Operations and Algebraic Thinking	Fall	Spring
Understanding of addition as putting together/adding to and subtraction as taking apart/ taking from		

Numbers and Operations in Base Ten	Fall	Spring
Working with numbers 11-19 to gain foundations for place value		

Measurement and Data	Fall	Spring
Describing and comparing measurable attributes		
Classifying and counting the number of objects in categories		

Geometry	Fall	Spring
Identifying and describing shapes		
Analyzing, comparing, creating and composing shapes		

SCIENCE	Fall	Spring

SOCIAL STUDIES	Fall	Spring

HEALTH	Fall	Spring

FINE ARTS	Fall	Spring
Joins in group music experiences		
Responds to and discusses artistic creations and/or events		
Explores and expresses ideas using a variety of art materials		

PHYSICAL/MOTOR DEVELOPMENT	Fall	Spring
Demonstrates competency in a variety of motor skills and movement patterns		
Demonstrates the ability to move creatively using a variety of levels, pathways, and speeds		
Demonstrates responsible personal and social behavior		

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SKILLS AND CONDUCT (Indicators found on the last page.)	Fall	Spring
Classroom Conduct		
Work Completion		
Working With Adults		
Working With Students		

Programs and Services	Fall	Spring
ESOL		
Individualized Education Program (IEP)		
504 Plan		

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Fall Conference Date: MM/DD/YYYY
Fall Comments Conference Requested by

Spring Conference Date: MM/DD/YYYY
Spring Comments Conference Requested by

BCPS Skills and Conduct Indicators

		<i>Classroom Conduct</i>	<i>Work Completion</i>	<i>Working With Adults</i>	<i>Working With Students</i>
Meeting	3	<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Consistently arrives on time. • Is consistently prepared for class. • Consistently participates in class. • Consistently accepts responsibility for actions. • Consistently behaves appropriately as outlined in classroom rules. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Consistently completes classwork as assigned. • Consistently submits homework on time (Gr. 1 – 12). • Consistently uses available instructional supports. • Takes advantage of retake/redo opportunities (Gr. 1 – 12). • Consistently follows routines (PreK/K). • Consistently contributes during whole and small group instruction (PreK/K). 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Consistently responds to and communicates positively with adults. • Consistently follows directions from adults. • Consistently seeks help from adults and asks questions when needed. • Consistently interacts cooperatively with adults. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Consistently communicates positively with other students. • Consistently avoids or resolves conflict with other students. • Consistently demonstrates tolerance of multiple perspectives. • Consistently interacts cooperatively with other students.
Developing	2	<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Sometimes arrives on time. • Sometimes is prepared for class. • Sometimes participates in class. • Sometimes accepts responsibility for actions. • Sometimes behaves appropriately as outlined in classroom rules. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Sometimes completes classwork as assigned. • Sometimes submits homework on time (Gr. 1-12). • Sometimes uses available instructional supports. • Sometimes takes advantage of retake/redo opportunities (Gr. 1-12). • Sometimes follows routines (PreK/K). • Sometimes contributes during whole and small group instruction (PreK/K). 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Sometimes responds to and communicates positively with adults. • Sometimes follows directions from adults. • Sometimes seeks help from adults and asks questions when needed. • Sometimes interacts cooperatively with adults. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Sometimes responds positively with other students. • Sometimes avoids or resolves conflict with other students. • Sometimes demonstrates tolerance of multiple perspectives. • Sometimes interacts cooperatively with other students.
Insufficient Progress	1	<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Rarely arrives on time. • Rarely is prepared for class. • Rarely participates in class. • Rarely accepts responsibility for actions. • Rarely behaves appropriately as outlined in classroom rules. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Rarely completes classwork as assigned. • Rarely submits homework on time (Gr.1-12). • Rarely uses available instructional supports. • Rarely takes advantage of retake/redo opportunities and support (Gr. 1-12). • Rarely follows routines (PreK/K). • Rarely contributes during whole and small group instruction (PreK/K). 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Rarely responds to and communicates positively with adults. • Rarely follows directions from adults. • Rarely seeks help from adults or asks questions when needed. • Rarely Interacts cooperatively with adults. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Rarely communicates positively with other students. • Rarely avoids or resolves conflict with other students. • Rarely demonstrates tolerance of multiple perspectives. • Rarely interacts cooperatively with other students.
No Evidence	0	<p><u>Even with help, the student:</u></p> <ul style="list-style-type: none"> • Does not arrive on time. • Is not prepared for class. • Does not participate. • Does not accept responsibility for actions. • Does not behave appropriately as outlined in classroom rules. 	<p><u>Even with help, the student:</u></p> <ul style="list-style-type: none"> • Does not complete classwork as assigned. • Does not submit homework on time (Gr. 1-12). • Does not use available instructional supports. • Does not take advantage of retake/redo opportunities (Gr. 1-12). • Does not follow routines (PreK/K). • Does not contribute during whole and small group instruction (PreK/K). 	<p><u>Even with help, the student:</u></p> <ul style="list-style-type: none"> • Does not respond to and communicate positively with adults. • Does not follow directions from adults. • Does not seek help or ask questions when needed from adults. • Does not interact cooperatively with adults. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> • Does not communicate positively with other students. • Does not avoid or resolve conflict with other students. • Does not demonstrate tolerance of multiple perspectives. • Does not interact cooperatively with other students.