



STATE OF HAWAII
Department of Education

Kindergarten Standards-Based Report Card Status Report

School Year _____

School _____

Quarter 1 _____

to _____

Quarter 2 _____

to _____

Quarter 3 _____

to _____

Quarter 4 _____

to _____

Student: _____
 ID# _____ Teacher: _____

Attendance	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Year
Absent					
Tardy					
Days Present					

Purpose of Report

This report is designed to inform you about the student's progress towards achieving the Hawaii Content and Performance Standards and/or the Common Core State Standards. The Standards establish high and challenging expectations for all students; describe what students should know, be able to do, and care about; and serve as the basis for curriculum, instruction, and assessment in Hawaii's public schools. The curriculum for each content area is based on the standards relevant to the area. This report, however, cannot communicate everything you might possibly want to know about your child's current progress. This report should be considered with other information you receive from the school such as your child's homework, the open house, conferences, and descriptions of the content taught in Kindergarten. Communication between the family and school staff is highly encouraged. If you have any questions or concerns, please contact your child's teacher or counselor. You may also complete the parent comment section and return it to the teachers.

General Learner Outcomes (GLOs): The six General Learner Outcomes are the essential goals of standards-based learning for students in all grade levels.

GLO Ratings: 4=Consistently 3=Usually 2=Sometimes 1=Rarely

General Learner Outcomes (GLOs)	Q1	Q2	Q3	Q4
GLO 1: SELF DIRECTED LEARNER: The ability to be responsible for one's own learning.				
Works independently and asks for help when needed				
Organizes workplace and materials				
Makes productive use of class time				
Sets goals				
GLO 2: COMMUNITY CONTRIBUTOR: The understanding that it is essential for human beings to work together				
Participates cooperatively and appropriately with others to achieve shared goals				
Shows respect and recognizes the feelings of others				
Follows school and classroom rules				
Makes good choices				
GLO 3: COMPLEX THINKER: The ability to demonstrate critical thinking and problem-solving strategies				
Uses prior knowledge and experiences to solve problems				
Explains answers and makes adjustments				
Solves problems in different ways				

General Learner Outcomes (GLOs)	Q1	Q2	Q3	Q4
GLO 4: QUALITY PRODUCER: The ability to recognize and produce quality performance and quality products				
Strives to complete work neatly and correctly				
Sets and strives toward learning goals				
GLO 5: EFFECTIVE COMMUNICATOR: The ability to communicate effectively				
Speaks effectively in front of a group				
Listens attentively to gain understanding				
Follows directions				
Contributes effectively through speaking, drawing and writing				
GLO 6: EFFECTIVE/ETHICAL USER OF TECHNOLOGY: The ability to use a variety of technologies effectively and ethically				
Uses school materials/tools properly (e.g. books, computers, TV, DVD, crayons, pencils, scissors, glue, etc.)				
Uses various technologies to find information				
Uses various technologies to create new products				
Explains how technology is used every day				
Uses technology in a responsible manner				

Status Report Scale	Proficiency Level Descriptors
MP = Meets with Proficiency	Demonstrates acceptable achievement of the targeted benchmarks/standards.
DP = Developing Proficiency	Is approaching acceptable achievement of the targeted benchmarks/standards.
NY = Not Yet	Requires more time and experiences; shows limited achievement of the targeted benchmarks/standards.
/ = Not applicable at this time	Has not been graded at this time. A grade will be given by the end of the year.
SC = See Teacher Comments	See Teacher Comments.

Mathematics

Counting and Cardinality	Q1	Q2	Q3	Q4	Yr
Count to 100 by ones and by tens.					
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).					
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.					
Understand the relationship between numbers and quantities, including the following: when counting a set of objects the last word in the counting sequence names the quantity for that set and that each successive number name refers to a quantity that is one larger.					
Given a number from 1-20, count out that many objects. Use counting to answer questions such as, "How many objects are there?"					
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.					
Compare two numbers between 1 and 10 when presented as written numerals.					
Operations and Algebraic Thinking	Q1	Q2	Q3	Q4	Yr
Represent addition and subtraction in a variety of ways (e.g., concrete objects, actions, images, equations, etc.)					
Solve addition and subtraction word problems and add and subtract within 10 (use objects or drawings to represent the problem).					
Decompose (i.e., "break apart") numbers less than or equal to 10 into pairs in more than one way and record each pair using a drawing or equation.					
Find the number that "makes 10" when added to a given number and record the answer with a drawing or equation.					
Fluently add and subtract within 1-5.					
Number and Operations in Base Ten	Q1	Q2	Q3	Q4	Yr
Show and understand that numbers from 11 to 19 represent a group of ten ones and 1, 2, 3, 4 ... or 9 ones.					
Measurement and Data	Q1	Q2	Q3	Q4	Yr
Describe measurable attributes of objects (e.g., length or weight).					
Directly compare two objects to decide which object has more or less of a common attribute (e.g., the lengths of 2 pencils) and describe the difference.					
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.					
Geometry	Q1	Q2	Q3	Q4	Yr
Describe objects in the environment using names of shapes and describe the positions of these objects using terms such as above, below, beside, in front of, behind, and next to.					
Correctly name shapes regardless of their orientations or size.					
Identify shapes as two-dimensional ("flat") or three-dimensional ("solid").					
Analyze and compare two- and three-dimensional shapes and describe their similarities and differences.					
Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.					
Combine simple shapes to form larger shapes.					
Other Subjects	Q1	Q2	Q3	Q4	Yr
Science					
Social Studies					
Visual Arts					
Performance					
Health					
Physical Education					
World Languages					
Career and Technical Education					