

Name _____

Regular attendance and promptness are necessary for successful progress in school. A note dated and signed by the parent or guardian is required each time a child is absent or tardy.

Attendance	Reporting Period			
	1	2	3	4
Number of days in reporting period				
Total days absent				
Unexcused days absent				
Times tardy				

Teacher Comments and Request for Conference
A check (✓) in the box indicates that the teacher would like to have a conference with you.

Reporting Period 1 Conference Requested

Reporting Period 2 Conference Requested

Reporting Period 3 Conference Requested

Reporting Period 4 Conference Requested

Parent/Guardian Comments and Request for Conference
Please sign to show that you have read this report. If you wish to confer with the teacher, place a check (✓) in the box.

Reporting Period 1

My child has read or been read to at least 100 minutes each week. Yes No

Signature of Parent or Guardian _____ Conference Requested

Reporting Period 2

My child has read or been read to at least 100 minutes each week. Yes No

Signature of Parent or Guardian _____ Conference Requested

Reporting Period 3

My child has read or been read to at least 100 minutes each week. Yes No

Signature of Parent or Guardian _____ Conference Requested

Conference held on

Reporting Period 1 _____

Reporting Period 2 _____

Reporting Period 3 _____

Reporting Period 4 _____

Next Assignment	
Grade	_____
Room	_____

NAME _____

STUDENT ID NUMBER _____ ROOM _____

REPORT OF CHILD'S PROGRESS IN KINDERGARTEN

2009-2010 School Year

SCHOOL: _____

SCHOOL ADDRESS: _____

PRINCIPAL: _____

TEACHER: _____

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GROWTH IN KNOWLEDGE AND SKILLS

The following symbols mean that your child's habits, attitudes, and skills are:

- W well developed
- P partially developed
- B beginning to be developed
- / = not yet introduced

LITERACY	Chicago Reading Framework	Reporting Period			
	Reading Standards – Word Knowledge	1	2	3	Final
	Names eight colors				
	Identifies and matches sounds to symbols – phonemic awareness and phonics				
	Discriminates beginning consonants/vowels – phonemic awareness and phonics				
	Recognizes upper- and lower-case letters – spelling and word meaning				
	Reading Standards - Fluency				
	Expresses ideas and needs in complete sentences				
	Begins to read one-syllable and high-frequency words				
	Reading Standards - Comprehension				
	Recognizes that stories have a beginning, middle, and end				
	Distinguishes reality from make-believe				
	Recognizes and identifies rhyming words				
	Demonstrates story comprehension through pictorial or written response				
	Retells story in sequence in own words				
	Uses prior experience to relate to text – inquiry and study				
	Makes predictions based on illustration or story content				
	Reading Standards – Reading Habits				
	Follows words from left to right/top to bottom – text structure				
	Selects reading as a recreational activity				
	Listens and responds to stories				
	Writing Standards				
	Uses writing for communication and self-expression daily				
	Progresses from pretend writing to identifiable words				
	Uses drawing and writing skills to communicate information for a variety of purposes				
	Begins to write stories that are focused with a beginning, middle and ending				
	Writes text from left to right/top to bottom				
	Begins to use conventions of print such as (, ., ?, !)				
Demonstrates understanding of the functions and forms of print, such as signs, letters, newspapers, lists, messages and menus					

GROWTH IN KNOWLEDGE AND SKILLS

Mathematics Standards	Reporting Period	1	2	3	Final
Counts and orders numbers to 100					
Counts and orders objects to 100					
Recognizes numbers and matches them to groups					
Identifies position or location					
Recognizes relationships: location, time, order					
Identifies shapes					
Identifies equal and unequal groups					
Combines groups/Separates groups					
Tells time to the hour/half-hour					
Measures and compares using non-standard units					
Identifies penny, nickel, dime, and quarter and values					
Solves stories/problems that involve addition and subtraction					
Identifies and understands fractional parts: 1/2, 1/3, 1/4					
Collects, records, and reads information from a picture graph					
Recognizes number words through ten					

- World Language Program Language: _____
- Dual Language Program Language: _____
- English Language Proficiency
- Enrolled in a TBE/TPI Program

The **Overall English Language Proficiency Development** is based on the student's performance on all domains within each of the five Illinois English Language Proficiency Standards

(Social and Instructional Language, Language Arts, Mathematics, Science, and Social Studies).

English Proficiency Development

1 - Entering | 2 - Beginning | 3 - Developing | 4 - Expanding | 5 - Bridging | 6 - Reaching

Reporting Period	1	2	3	4
Overall English Language Proficiency Development				
The numbers below indicate the proficiency demonstrated on assignment in each domain as aligned to the Illinois English Language Proficiency Standards.				
Domain	1	2	3	4
Listening				
Speaking				
Reading				
Writing				

NAME _____

STUDENT ID NUMBER _____

ROOM _____

GROWTH IN HABITS AND ATTITUDES

Chicago Public Schools students are expected to show progress in work, social, and health and safety habits, along with positive character development, to gain the greatest benefit from the total school program. A check mark (✓) means that your child needs to improve in this area.

Work Habits	Reporting Period	1	2	3	Final
Demonstrates attentive listening					
Follows directions					
Takes part in class activities and discussions					
Cares for materials					
Completes assigned tasks					
Completes home assignments					
Concentrates on task at hand					
Maintains and practices newly acquired skills					
Comes prepared for work					
Social Habits					
Exercises self-control					
Makes responsible choices					
Completes self-selected activities					
Accepts teacher guidance					
Follows classroom routines					
Obeys school rules and regulations					
Plays and works well alone					
Plays and works well with others					
Respects school property and property of others					
Feels good about self					
Character Development					
Begins to show courtesy to others					
Begins to share and take turns					
Begins to show kindness and is helpful to others					
Begins to show respect for self and others					
Is responsible and dependable					
Health and Safety Habits					
Practices good health habits					
Obeys traffic and safety rules					

Physical Development	Reporting Period	1	2	3	Final
Runs, jumps, climbs, hops, pedals and skips					
Uses manipulatives to construct and create					
Uses crayons, pencils, and scissors properly					
Ties shoes and manages buttons, snaps and zippers					
Dresses self with minimal assistance					