Student Learning Report: Kindergarten Math

Name	Grading Period
	☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th ☐ 6th

Report. Cat # 1 — Readiness Standards	My Goal	Test 1	Test 2	Test 3	Supporting Standards	My Goal	Test 1	Test 2	Test 3
K.1.A use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;					K.2.A use language such as before or after to describe relative position in a sequence of events or objects; and				
K.1.C use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.					K.2.B name the ordinal positions in a sequence such as first, second, third, etc.				
K.1.B use sets of concrete objects to represent quantities given in verbal or written form (through 20)					K.3.A share a whole by separating it into two equal parts*				
K.3.B explain why a given part is half of the whole*					**Where are my strengths?**				
K.4 model and create addition and subtraction problems in real situations with concrete objects					**Where can I improve?** **What actions do I need to take?**				

Report. Cat # 2 — Readiness Standards	My Goal	Test 1	Test 2	Test 3	Supporting Standards	My Goal	Test 1	Test 2	Test 3
K.5 identify, extend, and create patterns of sounds, physical movement, and concrete objects*					K.6.A use patterns to predict what comes next, including cause-and-effect relationships				
K.6.B count by ones to 100					**Where are my strengths?**				
					Where can I improve? **What actions do I need to take?**				

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Report. Cat # 3 — Readiness Standards	My Goal	Test 1	Test 2	Test 3	Supporting Standards	My Goal	Test 1	Test 2	Test 3
K.8.B compare two objects based on their attributes					K.7.A describe one object in relation to another using informal language such as over, under, above, and below; and				
K.8.C sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted					K.7.B place an object in a specified position.				
Where are my strengths?					K.8.A describe and identify an object by its attributes using informal language;				
Where can I improve?					K.9.A describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures*				
What actions do I need to take?					K.9.B recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures*				
					K.9.C describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle)*				

Report. Cat # 4 — Readiness Standards	My Goal	Test 1	Test 2	Test 3	Supporting Standards	My Goal	Test 1	Test 2	Test 3
K.10.A compare and order two or three concrete objects according to length (longer/shorter than, or the same)*					K.10.B compare the areas of two flat surfaces of two-dimensional figures (covers more, covers less, or covers the same);				
Where are my strengths?					K.10.C compare two containers according to capacity (holds more, holds less, or holds the same);				
Where can I improve?					K.10.D compare two objects according to weight/mass (heavier than, lighter than or equal to); and				
What actions do I need to take?					K.10.E compare situations or objects according to relative temperature (hotter/colder than, or the same as).				
					K.11.A compare events according to duration such as more time than or less time than;				
					K.11.B sequence events (up to three); and				
					K.11.C read a calendar using days, weeks, and months				

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Report. Cat # 5 — Readiness Standards	My Goal	Test 1	Test 2	Test 3	Supporting Standards	My Goal	Test 1	Test 2	Test 3
K.12.B use information from a graph of real objects or pictures in order to answer questions*					K.12.A construct graphs using real objects or pictures in order to answer questions*				
Where are my strengths? **Where can I improve?** **What actions do I need to take?**									

Process Standards (Underlying Processes and Mathematical Tools)	My Goal	Test 1	Test 2	Test 3
K.13.A identify mathematics in everyday situations;				
K.13.B solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness				
K.13.C select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and				
K.13.D use tools such as real objects, manipulatives, and technology to solve problems.				
K.14.A communicate mathematical ideas using objects, words, pictures, numbers, and technology; and				
K.14.B relate everyday language to mathematical language and symbols.				
K.15 justify his or her thinking using objects, words, pictures, numbers, and technology.				

Where are my strengths?

Where can I improve?

What actions do I need to take?