



Williamson County Schools

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Kindergarten Report Card

Kenrose Elementary
Principal: Rebekah Loffi
School Year: 2023-24

Student Name: Harshit Pilla Jr
Grade: K
Homeroom Teacher: Melissa Smithson

Attendance

	9W1	9W2	9W3	9W4	Year to Date	
Present	40	38	3	0	Present	81
Absent	3	3	0	0	Absent	6
Other	0	0	0	0	Other	0
Tardy	2	1	0	0	Tardy	3

Standards Rating Key

*This key is used to assess student progress in Literacy, Mathematics, Science, and Social Studies.
Standards with no entry are awaiting assessment.*

3	The student consistently demonstrates understanding and application of the standard
2	The student is making progress toward the standard
1	The student is not making progress toward the standard

Proficiency Key

This key is used to assess student progress in Specialty Areas and Work Skills/Habits

S	Satisfactory - has met expectations
P	In Progress - working towards expected outcomes

LITERACY

*Shaded scores reflect a reassessment after the original score.
There is no need for reassessment after a student scores a three (3).*

	Q1	Q2	Q3	Q4
Follow words from left to right, top to bottom, and page by page	3	3		
Read words made from a combination of short vowels a, o, and i and the following consonants: m, t, d, c, g	3	3		
Spell words made from a combination of short vowels a, o, and i and the following consonants: m, t, d, c, g	3	3		
Identify key details in text	2	2		
Count syllables in spoken words	2	3		
Read words made from a combination of short vowels e and u the following consonants: n, h, s, f, v, z, p, b, l, r, w, j, y, x, and k		3		
Spell words made from a combination of short vowels e and u the following consonants: n, h, s, f, v, z, p, b, l, r, w, j, y, x, and k		3		
Recognize and begin to produce rhyming words		3		
Tell the beginning, middle, and ending sounds in a CVC word		3		
Actively engage in group reading activities with purpose and understanding		3		
Identify characters, setting, and major events in a story		2		
Retell a story in correct sequence		2		
Express thoughts, feelings and ideas clearly		3		
Share ideas and respond to questions in complete sentences		2		
Sort common objects into categories		3		
Read with sufficient accuracy and fluency to support comprehension		2		
Use a combination of drawing, dictating, and writing to tell about a single event		3		
Spell words using consonants and short and long vowels, such as VC (at, in), CVC (pet, mud), and CV (be, go)				
Identify the main topic and retell key details of a text				
Retell a story using key details				
Produce and expand complete sentences in shared language activities				
Use a combination of drawing, dictating, and writing to tell about a topic				
Include drawings to add details to writing				
Capitalize the first word in a sentence and the pronoun I				
Change beginning, middle, or ending sounds to make new words (ex. cat - bat; sit - sip)				
Read words with long vowel sounds				
Sound out words to write, such as rop for rope				
Read emergent-reader texts with purpose and understanding				
Tell how two texts about the same topic are alike and different				
Describe familiar people, places, things, and events with details				
Share ideas and respond to questions in complete sentences				
Correctly spell some sight words in writing				
Recognize and name end punctuation (. ? !)				
Use a combination of drawing, dictating, and writing to give an opinion about a topic				

LITERACY SKILLS

A letter is checked to indicate that your child can correctly name the lower case, the letter sound, or the letter formation IN THE QUARTER IN WHICH IT IS TAUGHT.
A sight word is checked to indicate that your child can read the word in 3 seconds or fewer.

Quarter 1

Sound

m	✓
t	✓
d	✓
c	✓
g	✓
a	✓
o	✓
i	✓

Letter Formation (lower case)

m	✓
t	✓
d	✓
c	✓
g	✓
a	✓
o	✓
i	✓

Quarter 2

Sound

n	✓
h	✓
s	✓
f	✓
v	✓
z	✓
p	✓
b	✓
l	✓
r	✓
w	✓
j	✓
y	✓
x	✓
k	✓
q	✓
e	✓
u	✓

Letter Formation (lower case)

n	✓
h	✓
s	✓
f	✓
v	✓
z	✓
p	✓
b	✓
l	✓
r	✓
w	✓
j	✓
y	✓
x	✓
k	✓
q	✓
e	✓
u	✓

Quarter 3

Lower Case Letter Names

a	
b	
c	
d	
e	
f	
g	
h	
i	
j	
k	
l	
m	
n	
o	
p	
q	
r	
s	
t	
u	
v	
w	
x	
y	
z	

Sound

ch	
sh	
th	
qu	

Sight Words

the	
a	
of	
all	
one	
from	
was	
when	
word	
why	
to	
where	
no	
l	
what	
so	

Quarter 4

Upper Case Letter Names

A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	

Sight Words

which	
once	
said	
says	
are	
were	
here	
there	
he	
she	
we	
be	
me	
they	
their	
my	
by	
you	
your	

MATH

*Shaded scores reflect a reassessment after the original score.
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	Q1	Q2	Q3	Q4
Recognize, describe, extend, and create patterns and explain a simple rule for a pattern using concrete materials. Analyze the structure of the repeating pattern by identifying the unit (core) of the pattern.	3	3		
Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects (1-10), say the number names in the standard order, using one-to-one correspondence.	3	3		
b. Recognize that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	3	3		
c. Recognize that each successive number name refers to a quantity that is one greater and each previous number is one less.	3	3		
Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group	3	3		
Compare two given numbers up to ten, when written as numerals, using the terms greater than, less than, or equal to. *Students need not use comparison symbols here.	3	3		
Count to answer, "How many?" questions about as many as 20 things arranged in a line, a rectangular array, or circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		3		
Sort a collection of objects into a given category, with 10 or less in each category. Compare the group sizes		3		
Represent addition and subtraction with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem.)				
Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects (1-20), say the number names in the standard order, using one-to-one correspondence.				
b. Recognize that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.				
c. Recognize that each successive number name refers to a quantity that is one greater and each previous number is one less.				
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.				
Add and subtract within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem.				
Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., $5 = 2 + 3$ and $5 = 4 + 1$) by using objects or drawings. Record each decomposition using a drawing or writing an equation.				
Find the number that makes 10, when added to any given number, from 1-9 using objects or drawings. Record the answer using a drawing or writing an equation				
Compose and decompose numbers from 11 to 19 into a group of ten ones and some more ones by using objects or drawings. (e.g., 18 equals $10+8$). Record the composition or decomposition using a drawing or by writing an equation.				
Identify and describe the two-dimensional shapes (circle, square, rectangle, triangle, and hexagon) regardless of their orientations or overall size.				
Describe the relative position of objects using the terms: above, below, beside, in front of, behind, between, and next to.				
Describe measurable attributes of an object, such as length (long and short), height (tall/short) or weight (heavy/light.)				
Directly compare two objects with a measurable attribute in common, to describe which object has more of/less of the attribute. For example, directly compare the heights of two children and describe one child as taller/shorter.				
Identify the penny, nickel, dime, and quarter based on their attributes (size and color) and recognize the value of each.				
Count to 100 by ones, fives, and tens. Count backward from 10.				
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).				
Use mental strategies flexibly to develop fluency in addition and subtraction within 10. (Q2-4)				

Identify shapes/solids (squares, circles, triangles, rectangles, hexagon, cubes, cones, cylinders, and spheres) as two-dimensional or three-dimensional.
Describe similarities and differences between two- and three-dimensional shapes, in different sizes and orientations.
Model shapes/solids in the world by building and drawing shapes.
Compose a figure using simple shapes/solids and identify smaller shapes/solids within the figure.

SCIENCE

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	Q1	Q2	Q3	Q4
Classify different kinds of materials by properties and describe if they are natural or human-made	3	3		
Explain how people use their five senses in gathering information	3	3		
Interpret weather data to describe weather patterns over time and in a variety of ways		3		
Predict weather and identify seasonal weather patterns		3		
Explain the purpose of weather forecasting is to prepare and respond to severe weather		3		
Explain matter can exist as solids or liquids and has certain properties				
Demonstrate how an object of small pieces can be taken apart and made into a new object				
Describe objects accurately by drawing and/or labeling pictures				
Describe the relationship between basic needs of plants and animals and their habitats				
Explain ways that humans can reduce their impact on the environment and living things				
Observe differences between plants and animals				
Sort living and non-living materials into groups by observable features				
Observe that young plants and animals resemble their parents				

SOCIAL STUDIES

*Shaded scores reflect a reassessment after the original score.
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	Q1	Q2	Q3	Q4
Identify the American flag, Tennessee flag, and the words to the Pledge of Allegiance	3	3		
Describe the roles of caregivers, teachers, school principals, police officers, and fire/rescue workers	3	3		
Explain the purpose of rules and laws	3	3		
Describe familiar people, places, things, and events within a student's home, school and community		3		
Compare and contrast family traditions including food, clothing, homes, and games		3		
Distinguish between wants and needs				
Explain how basic needs of food, clothing, shelter, and transportation are met				
Identify student's address, city/town, and state				
Explain what a map and globe represent				

SPECIALTY AREAS

	Q1	Q2	Q3	Q4
Art	S	S		
Music	S	S		
Physical Education	S	S		

PERSONAL AND SOCIAL GROWTH

	Q1	Q2	Q3	Q4
Self-Control: shows self-control in class	S	S		
Self-Directed Learner: takes responsibility to do work	S	S		
Works/Plays Well with Others: in a positive manner	S	S		
Skilled Worker: completes work on time	S	S		
Quality Producer: produces neat work	S	S		
Efficient Writer: handwriting is age appropriate, neat, and legible	S	S		
Technology: uses technology effectively and appropriately	S	S		
Effort: does his/her best on each activity and assignment	S	S		
Follows Directions: listens well and follows directions	S	S		

TEACHER COMMENTS

Quarter 1

I am so proud of the progress made since August!

Parent Signature: _____

Quarter 2

Great work! Keep it up! :) MS

Parent Signature: _____

Quarter 3

Parent Signature: _____

Quarter 4

Parent Signature: _____