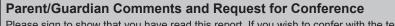
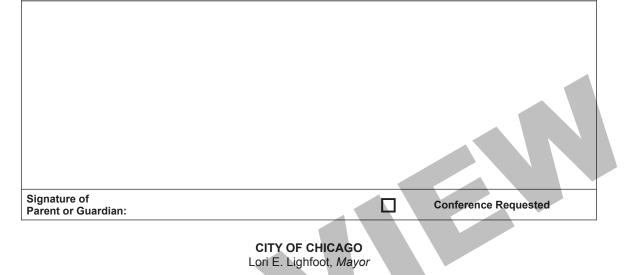
Teacher Request for Conference

A check (\checkmark) in the box indicates that the teacher would like to have a conference with you.



Please sign to show that you have read this report. If you wish to confer with the teacher, place a (\checkmark) in the box.



BOARD OF EDUCATION OF THE CITY OF CHICAGO Miguel del Valle, President

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CHICAGO PUBLIC SCHOOLS

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Next As	ssignment
Grade	
Room	



STUDENT REPORT CARD KINDERGARTEN

2022-2023 School Year

OTUDENT	INFORMATION
SIUDENI	INFORMATION

Student Name:

Student ID Number:

Birthdate:

SCHOOL INFORMATION

School Name:

School Address:

Principal Name:

Teacher Name:

Room Number:

ATTENDANCE	Q1	Q2	Q3	Q4
Number of days in reporting period				
Total days absent				
Unexcused absences				
Days tardy				

LEVEL OF PERFORMANCE									
4	Exemplary	3	Proficient	2	Developing	1	Beginning	1	Not Assessed

CORE CURRICULUM

Literacy	Q1	Q2	Q3	Q
Language of Instruction: [] English [] ESL [] Native/Partner Language				
Listening and Speaking				
Reading: Foundational Skills				
Reading: Informational and Literary Texts				
Writing				
<i>l</i> athematics	Q1	Q2	Q3	0
Language of Instruction: [] English [] ESL [] Native/Partner Language				
Mathematics (may include Counting and Cardinality, Operations and Algebraic Thinking, Numbers and Operations, Measurement and Data, and Geometry)				
Social Science	Q1	Q2	Q3	C
Language of Instruction: [] English [] ESL [] Native/Partner Language				
Social Science (may include Civics, History, Geography, and Economics)				
		1		
Science	Q1	Q2	Q3	C
Language of Instruction: [] English [] ESL [] Native/Partner Language		•		
Science (may include Animals, Plants and Their Environments, Weather and Climate, Forces and Interactions, and Engineering)				
Fine Arts	Q1	Q2	Q3	G

Student Name:

Student ID Number:

Physical Education	Q1	Q2	Q3	Q4
Physical Education (may include Motor Skills and Movement, Understanding Movement, and Procedures and Safety)				
Health Education	Q1	Q2	Q3	Q4
Health Education (may include Health Related Concepts, Communication Skills to Enhance Health Practice, and Healthy Behaviors)				

LANGUAGE DEVELOPMENT PROGRAM (if applicable)

Program Model (if Applicable)	
Program Type	Language
Dual Language Education (DLE)	
□ Transitional Bilingual Education (TBE)	
Transitional Program of Instruction (TPI)	Not Applicable
English Language Development	

SOCIAL AND EMOTIONAL LEARNING

LEVEL OF PERFORMANCE										
+	Consistently	\checkmark	Sometimes	-	Rarely	,				
Social Emotional Learning Indicators							Q2	Q3	Q4	
Perseveres and asks for help when necessary										
Concentrates on task at hand										
Expresses feelings in appropriate ways										
Recognizes the feelings of others										
Plays cooperatively with others										
Resolves conflicts constructively										