

Kindergarten Report Card Comments

	gestures, and beings in order to communicate (his/her) ideas and emotions. (Name) is able to communicate (his/her) understanding of a familiar story, experience, poem, or play by representing (his/her) ideas through visual arts. (He/She) demonstrates an understanding of (his/her) mathematical thinking by using various materials and tools to decompose two-dimensional shapes into smaller shapes and by rearranging those pieces into other shapes. (He/She) recognizes and describes patterns found in natural and human-made environments. (Name) can name and identify (his/her) feelings, and is able to show what (he/she) needs to do in order to modify or change those feelings. (He/She) communicates (his/her) understanding of stories by trying out different voices for parts of an event of a story. (Name) listens and responds to others, both verbally and non-verbally, using gestures and body language, and is able to collaborate and compromise with (his/her) friends to make appropriate decisions.
Level 4	(Name) is selecting and using tools, equipment, and materials when building structures. (He/She) demonstrates a clear ability to question, plan, construct, analyse, and redesign (his/her) own work, and communicates the rationale behind (his/her) reasoning. (He/She) uses a variety of simple strategies to solve problems, like thinking things through, cross checking, trial and error, and collaboration with (his/her) peers. (Name) demonstrates an understanding of the effects of healthy, active living on the mind and body, and chooses an appropriate balance between activity and rest as well as between healthy and unhealthy snacks. (He/She) is able to provide an accurate, verbal retell of the main events in a story that the teacher has read. (He/She) is able to communicate (his/her) ideas about personal experiences and familiar stories. (Name) is experimenting with using a personal voice with characters in (his/her) writing. (He/She) brings many ideas to the classroom each day, and tries to test his knowledge, understanding, and predictions during play. (He/She) sorts and classifies items and materials to better understand their differences and similarities. (Name) uses a hundred's chart and number line to read and use different numbers (0 to 100). (He/She) communicates (his/her) understanding of stories read by and with the teacher through the use of different voices. (He/She) demonstrates a curiosity towards sounds by experimenting with different rhythm patterns to accompany a familiar poem with the class.
Level 4	(Name) recognizes, explores, describes, and compares patterns in the natural and built environments that surround (his/her). (He/She) is able to sort and classify items using the tools provided in the classroom. (He/She) often experiments with a variety of simple writing forms for different purposes and in a variety of contexts. (Name) is able to use reading behaviours to make sense of familiar and unfamiliar texts in print. (He/She) uses (his/her) knowledge of high frequency words, pictures, and initial

Problem Solving Comments For Report Cards

Thomas R. Guskey, Jane M. Bailey



Problem Solving Comments For Report Cards:

The Enigmatic Realm of **Problem Solving Comments For Report Cards**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing lacking extraordinary. Within the captivating pages of **Problem Solving Comments For Report Cards** a literary masterpiece penned by way of a renowned author, readers embark on a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting affect the hearts and minds of those who partake in its reading experience.

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