

**Teacher Quarterly Overview**

**Teacher Request for Conference**

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

**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 (✓) in the box.

Signature of Parent or Guardian:

**Conference Requested**

**CITY OF CHICAGO**  
Lori E. Lighfoot, *Mayor*

**BOARD OF EDUCATION OF THE CITY OF CHICAGO**  
Miguel del Valle, *President*  
Sendhil Revuluri, *Vice President*

*Members:*  
Joyce Chapman • Sulema Medrano Novak • Paige Ponder •  
Michael Scott, Jr. • Elizabeth Todd-Breland, PhD

**CHICAGO PUBLIC SCHOOLS**  
Pedro Martinez, *Chief Executive Officer*  
Bogdana Chkoumbova, *Chief Education Officer*

**Next Assignment**

Grade	
Room	



**STUDENT REPORT CARD  
KINDERGARTEN**

2022-2023 School Year

**STUDENT INFORMATION**

Student Name:

Student ID Number:

Birthdate:

**SCHOOL INFORMATION**

School Name:

School Address:

Principal Name:

Teacher Name:

Room Number:

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

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

### CORE CURRICULUM

Literacy	Q1	Q2	Q3	Q4
<b>Language of Instruction:</b> <input type="checkbox"/> English <input type="checkbox"/> ESL <input type="checkbox"/> Native/Partner Language				
Listening and Speaking				
Reading: Foundational Skills				
Reading: Informational and Literary Texts				
Writing				
Mathematics	Q1	Q2	Q3	Q4
<b>Language of Instruction:</b> <input type="checkbox"/> English <input type="checkbox"/> ESL <input type="checkbox"/> 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	Q4
<b>Language of Instruction:</b> <input type="checkbox"/> English <input type="checkbox"/> ESL <input type="checkbox"/> Native/Partner Language				
Social Science (may include Civics, History, Geography, and Economics)				
Science	Q1	Q2	Q3	Q4
<b>Language of Instruction:</b> <input type="checkbox"/> English <input type="checkbox"/> ESL <input type="checkbox"/> Native/Partner Language				
Science (may include Animals, Plants and Their Environments, Weather and Climate, Forces and Interactions, and Engineering)				
Fine Arts	Q1	Q2	Q3	Q4
Fine and Performing Arts (may include Visual Arts, Music, Dance, Drama/Theatre)				

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)	
<b>Program Type</b>	<b>Language</b>
<input type="checkbox"/> Dual Language Education (DLE)	
<input type="checkbox"/> Transitional Bilingual Education (TBE)	
<input type="checkbox"/> Transitional Program of Instruction (TPI)	<b>Not Applicable</b>
English Language Development	

### SOCIAL AND EMOTIONAL LEARNING

LEVEL OF PERFORMANCE					
+	Consistently	✓	Sometimes	-	Rarely
Social Emotional Learning Indicators					
Q1	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					