

**Kindergarten:** Learning Goals Checklist for entry

Trimester: \_\_\_\_\_

**Progress Report Markings**

*For Student Curriculum Marks/Learning Goals*  
**M: Meeting:** The child applies the learning goal (**district grade level expectation**).  
**A: Approaching:** The child applies a basic understanding of the goal.  
**B: Beginning:** The child applies an initial understanding of the goal.  
**N/A:** Not assessed at this time.  
**Y:** Yes  
**N:** No

**Living and Working in the classroom:** Indicators in Living and Working in the classroom will use these three descriptors, as this area includes strategies best described by the frequency with which the student uses the skill.  
**S: Seldom**  
**O - Occasionally**  
**U: Usually**  
**X – Marking Selections**

**Additional Programs**

| Additional Support Programs: | T1 | T2 | T3 |
|------------------------------|----|----|----|
| 1. Reading Support           |    |    |    |
| 2. Math Support              |    |    |    |
| 3. Gifted (WINGS)            |    |    |    |
| 4. Gifted (Project Plus)     |    |    |    |
| 5. Gifted (Fine Arts)        |    |    |    |

**Living and Working**

| Learning Goals:                                      | T1 | T2 | T3 |
|--|----|----|----|
| 1. Empathy and care for others                       |    |    |    |
| 2. Respect for self and others                       |    |    |    |
| 3. Accepts responsibility for actions                |    |    |    |
| 4. Perseverance with his/her learning                |    |    |    |
| 5. Attempts to resolve conflicts in appropriate ways |    |    |    |
| 6. Organizational skills to support learning         |    |    |    |

**English-Language Arts**

| Learning Goals:  | T1 | T2 | T3 |
|--|----|----|----|
| <b>Reading</b>   |    |    |    |
| 1. Reads with understanding  |    |    |    |
| 2. Analyzes what they read   |    |    |    |
| 3. On track for meeting end of year learning goals in reading      |    |    |    |
| <b>Writing</b>   |    |    |    |
| 4. Communicates in writing for a variety of purposes and audiences |    |    |    |
| 5. On track for meeting end of year learning goals in writing      |    |    |    |
| <b>Research and Speaking</b>                                       |    |    |    |
| 6. Shares their thoughts with others by speaking and listening     |    |    |    |
| 7. Acquires, assesses and communicates information                 |    |    |    |

**Math**

| Learning Goals:   | T1 | T2 | T3 |
|---|----|----|----|
| <b>Mathematical Practices</b>   |    |    |    |
| 1. Makes sense of problems and perseveres in solving them               |    |    |    |
| 2. Communicates mathematically  |    |    |    |
| <b>Content Standards</b>  |    |    |    |
| 3. Knows number names and the count sequences                           |    |    |    |
| 4. Counts to tell the number of objects                                 |    |    |    |
| 5. Compares numbers   |    |    |    |
| 6. Gains foundations for place value with numbers 11-19                 |    |    |    |
| 7. Understands addition and subtraction                                 |    |    |    |
| 8. Describes and compares measurable attributes                         |    |    |    |
| 9. Classifies objects and counts the number of objects in each category |    |    |    |
| 10. Identifies, describes, and composes shapes                          |    |    |    |
| 11. On track for meeting end of year learning goals in math             |    |    |    |

**Social Studies**

| Learning Goals:  | T1 | T2 | T3 |
|--|----|----|----|
| 1. Demonstrates skills of social science inquiry within content learning goals |    |    |    |
| 2. Understands history, continuity, and change                                 |    |    |    |
| 3. Understands governmental systems and principles                             |    |    |    |
| 4. Understands geographical study  |    |    |    |
| 5. Understands economic concepts   |    |    |    |
| 6. Understands people, groups, and cultures                                    |    |    |    |
| 7. On track for meeting end of year learning goals in social studies           |    |    |    |



**Science**

| <b>Learning Goals:</b>     |   | T1 | T2 | T3 |
|----------------------------|---|----|----|----|
| <b>Pushes and Pulls</b>    |   |    |    |    |
| 1.                         | Plans and conducts and investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object   |    |    |    |
| 2.                         | Analyzes data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull   |    |    |    |
| <b>Weather and Climate</b> |   |    |    |    |
| 3.                         | Makes observations to determines the effect of sunlight on Earth's surface  |    |    |    |
| 4.                         | Uses tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area   |    |    |    |
| 5.                         | Uses and shares observations of local weather conditions to describe patterns over time   |    |    |    |
| 6.                         | Identifies the source of energy that causes an increase in the temperature of an object (eg. Sun, stove, flame, light bulb)   |    |    |    |
| <b>Plants and Animals</b>  |   |    |    |    |
| 7.                         | Uses observations to describe patterns of what plants and animals (including humans) need to survive  |    |    |    |
| 8.                         | Constructs an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs   |    |    |    |
| 9.                         | Uses a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live  |    |    |    |
| 10.                        | Communicates solutions that will reduce the impact of humans on land, water, air, and/or other living things in the local environment   |    |    |    |
| <b>Engineering</b>         |   |    |    |    |
| 11.                        | Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool |    |    |    |
| 12.                        | Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem  |    |    |    |
| 13.                        | Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs   |    |    |    |

**Comments:**

|                              | T1 | T2 | T3 |
|------------------------------|----|----|----|
| <b>Check which trimester</b> |    |    |    |



