

Understanding the Kindergarten Report Card

Literacy: Between the ages of 5 and 7, children learn how to read and write. Before children integrate the reading and writing skills in the context of Language Arts, they are engaged in the process of learning language, and concepts about print and sound. In Kindergarten, Language Arts proficiency is developed through the following literacy skills: Phonemic Awareness, Concepts of Print, Sight Word Recognition, Comprehension, Writing Conventions, Handwriting, and Applying Writing Mechanics. These literacy skills are core skills that foster a child's ability to grow in reading and writing.

Instructional Reading Level –is the level of text at which the student can make progress with instructional guidance. At this level, a student will read with 90%-94% accuracy with excellent or satisfactory comprehension or 95%-100% accuracy with limited comprehension. The Instructional reading level engages the student in challenging but manageable text which enables the student to grow as a reader. Independent reading level is relatively easy text for the reader. It is the level at which a reader can read with 95%-100% accuracy with excellent or satisfactory comprehension. The instructional goal for the end of kindergarten is a level D.

Foundational Reading Skills:

Letter Sounds:

- Ability to identify letter sounds

Letter Naming:

- Ability to identify uppercase and lowercase letters

Phonemic Awareness:

- Ability to identify and extend rhyming patterns
- Ability to identify and extend word patterns
- Ability to Blend and Segment words
- Ability to notice, think about, and work with individual sounds and words

Concepts of Print:

- Ability to demonstrate book handling skills
- Ability to distinguish between letters, words, and sentences
- Ability to demonstrate left to right and top to bottom directionality

Sight Word Recognition:

- Ability to automatically recognize non-decodable words in and out of context.
- By the end of kindergarten, students should be able to automatically recognize 50 sight words.

Comprehension: Uses a variety of strategies to understand and gain meaning of leveled texts.

- Ability to use print and illustrations to make meaning
- Ability to retell and sequence a story

Foundational Writing Skills:

Writing Conventions:

- Capitalize of the first word of a sentence and the pronoun I
- Recognize and use end punctuation
- Ability to spell sight words in all writing
- Ability to spell simple words phonetically

Applies Writing Mechanics:

- Demonstrate awareness of orientation of print (left to right, top to bottom)

Handwriting is the legible reproduction of letters.

Understanding the Kindergarten Report Card

Math: Math skills in first grade focus on problem solving, addition and subtraction, counting and sequences, measurement, geometric representation

Operations and Algebraic Thinking:

- Solve problems involving addition and subtraction
- Add and subtract within 20
- Addition and subtraction equations

Number and Operations:

- Counting sequence (by 2's, by 5's, by 10's, count backward by 1)
- Identifies place value in 2 digit numbers
- Reads and writes 2 digit numbers

Measurement and Data:

- Identifies and calculates value (penny, nickel, dime, quarter)
- Tell and write time (hour and half hour)
- Interprets graphing information
- Represent information using tally marks

Geometry:

- Identify attributes of 2-dimensional shapes

Science: Uses scientific concepts; predicting, hypothesizing, observing, recording data, and drawing conclusions. Demonstrates knowledge of scientific concepts in the units of organisms and weather.

Social Studies: Demonstrates knowledge of and applies social studies concepts. Demonstrates knowledge of the physical characteristics of self and others through school, community, and family.

Learning Behaviors: Indicates the individual student's performance in the classroom setting. These learning behaviors have a direct correlation to a student's ability to achieve success, and are connected to our Responsive Classroom positive school-wide support plan C.A.R.E.S (Cooperation–Assertion–Responsibility–Empathy–self-control). These are positive behaviors that are needed as children develop, and are reflected in every aspect of their experience in school.

Progress is reported using the following descriptors:

SC = Secure – Secure means that the student consistently and independently meets expectations with grade level material. Student can independently apply understanding in different contexts.

DV = Developing – Developing means that the student requires support and prompting to be successful in meeting grade level expectations with grade level materials. Student can apply understanding in different contexts with support

BG = Beginning – Beginning means that the student requires intensive and consistent support and/or interventions to be successful with grade level materials. Student is not able to apply understanding in different contexts without intensive support.

NA = Not Applicable