

## Kindergarten Report Card Language Arts

Standard	Criteria
<b>Produces Letter Sounds</b>	<p><b><u>Quarter 1 Meets Expectation</u></b> Produces the primary sound for each consonant, including soft c and soft g.</p> <p><b><u>Quarters 2-4 Meets Expectation</u></b></p> <ul style="list-style-type: none"> <li>• Produces the primary sound for each consonant.</li> <li>• Says a word that matches both the picture and initial consonant sound with prompting and support.</li> <li>• Demonstrates basic knowledge of one-to-one letter sounds correspondence.</li> </ul>
<b>Print Concepts and Letter Sounds</b>	<p>Kindergarten students are expected to do the following:</p> <ul style="list-style-type: none"> <li>• Recognize and name all upper and lower case letters of the alphabet</li> <li>• Follow words from left to right, top to bottom and page by page</li> <li>• Uses a finger to point to each word while reading, jumping over spaces between words. Understands that words are separated by spaces in print.</li> <li>• Recognize that spoken words are represented in written language by specific sequences of letters.</li> </ul>
<b>Phonics</b>	<p><b><u>Quarters 2-4 Meets Expectation</u></b> Kindergarten students will be assessed on their knowledge of long and short sounds with simple spellings of words such as <i>cat, get, but</i>. Analysis of assignments will determine the final grade.</p>
<b>Reads high-frequency words</b>	<p>4 = Reads more than 80+ words 3 = Reads all 80 Kg words 2 = Reads between 40-79 words 1 = Reads fewer than 39 words</p>
<b>Demonstrates understanding of spoken words, syllables and sounds</b>	<p><b><u>Quarters 2-4 Meets Expectation</u></b> Kindergarten students that meet expectations can:</p> <ul style="list-style-type: none"> <li>• Name rhyming words</li> <li>• Blend sounds to read a word</li> <li>• Segments sounds such as /p/ /a/ /t/ for pat</li> </ul>
<b>Demonstrates Reading comprehension</b>	<p>Analysis of assignments will determine the performance level.</p>
<b>Reads grade level text</b>	<p><b><u>Quarter 1 Meets Expectation</u></b> A first quarter kindergarten reader learns to point to one word on the page for each word he/she says. This is a huge step for many children. From what has been a fluid river of oral language, they must realize that there are individual words. As they say the sentence, they learn to use the spaces to point to one word at a time. Quarter 1 readers are not processing the actual words. They are using the spaces to figure out where the words start and stop. They are still not actually decoding any words or using letter sounds. Children who can't use one-to-one correspondence to count objects will not be ready to track words as they read and should be continuing to work on quarter 1 goals. Quarter 1 kindergarten students should read fluently, using meaning, syntax, pictures, and the number of words on the page. They are developing active reading/thinking habits essentials to proficient reading at all levels.</p> <p><b><u>Quarter 2 Meets Expectation</u></b> A second quarter kindergartener learns to use the first letter sound of the new word on each page to cross-check his/her picture reading. When quarter 2 students come to the one new word on each page, they must self-prompt using the first letter sound before they scan the picture for clues. You should see their lips in the "launch position" for the sound, or hear the letter sound, if possible, and then see them look at the picture for the main idea that starts with that sound. Now they are beginning to decode using letters. Now students read fluently using syntax, and phonics (first letter sound only). They are developing active reading/thinking habits essential to proficient reading at all levels.</p> <p><b><u>Quarter 3 Meets Expectation</u></b> By third quarter the training wheels have come off for kindergarten students. These students are reading books with simple story lines and topics that are familiar. Most books only have two to five lines of text on a page. The pictures are still very important in supporting the meaning.</p> <p><b><u>Quarter 4 Meets Expectation</u></b> A quarter four kindergartener should be reading books that are slightly more complex but still very easy for children to understand. Concepts are within children's experiences. The illustrations are supportive, but more attention to print is required. Most texts range from two to six lines of print per page.</p>

Standard	Criteria
<b>Orally Expresses Ideas Clearly</b>	4 = Student consistently surpasses speaking and listening grade level expectations. 3 = Student consistently exhibits grade level speaking and listening expectations. 2 = Student is progressing towards demonstrating grade level speaking and listening expectations. 1= Students has made minimal progress toward demonstrating grade level speaking and listening expectations.
<b>Masters Word Study Lessons</b>	<u><b>Quarters 3-4 Meets Expectation</b></u> Analysis of assignments will determine the final performance level. In kindergarten students work on sounds and letter formation, blending, word patterns, and sentence dictation practice.
<b>Writes on topic and adds details to strengthen writing</b>	<u><b>Quarters 2-4 Meets Expectation</b></u> Analysis of assignments will determine the final performance level. In kindergarten students writing assignments consists of narrative, informational and argumentative pieces. Kindergarten students use a combination of writing, drawing and dictating.
<b>Uses appropriate conventions (grammar, spelling, capitalization, punctuation)</b>	<u><b>Quarters 2-4 Meets Expectation</b></u> Analysis of assignments will determine the final performance level. Kindergarten students that meet expectations capitalize the first word in a sentence and pronoun, use ending punctuation, and spell simple words.

### Kindergarten Math

Standard	Criteria
<b>All math standards in 5 mathematical domains</b>  Counting & Cardinality  Operations & Algebraic Thinking  Numbers & Operations in Base Ten  Measurement & Data  Geometry	Analysis of assignments will determine the final performance level using the following rubric: Exceeding (4) <ul style="list-style-type: none"> <li>• Has deep understanding of math concepts</li> <li>• Uses correct math vocabulary</li> <li>• Explains in words and models with pictures</li> <li>• Shows multiple ways to solve problem</li> </ul> Meeting (3) <ul style="list-style-type: none"> <li>• Has understanding of the math concepts</li> <li>• Uses some math vocabulary</li> <li>• Explains in words or models with pictures</li> </ul> Approaching (2) <ul style="list-style-type: none"> <li>• Has somewhat understanding of math concepts</li> <li>• Explanation/strategy is unclear</li> <li>• May have an error in work</li> <li>• Uses limited math vocabulary</li> <li>• May be missing labels</li> </ul> Area of Concern (1) <ul style="list-style-type: none"> <li>• Lack of understanding of math concepts</li> <li>• May have many errors in work</li> <li>• Does not use math vocabulary</li> <li>• Needs help to understand and solve</li> <li>• Problem may not be completed</li> </ul>
<b>Problem Solving</b>	Analysis of assignments will determine the final performance level. Problem solving questions challenge students' mathematical thinking through multiple-steps and more rigorous problems.

**Basic addition facts to 5**  
**Basic subtraction facts to 5**

**Quarters 2-4**

Analysis of assignments will determine the final performance level.

Kindergarten students will demonstrate fact fluency for both addition and subtraction facts to 5.