

## Kindergarten Online Report Card Companion Document

<b>Academic Evaluation Key</b>
<p><b>4 = Exceeding Standards at Trimester</b></p> <ul style="list-style-type: none"> <li>In addition to Score 3 performance, the student demonstrates in-depth inferences and/or applications.</li> </ul> <p><b>3.5 = Meeting Standards at Trimester</b></p> <ul style="list-style-type: none"> <li>In addition to Score 3 performance, the student demonstrates partial success at inferences and applications.</li> </ul> <p><b>3 = Meeting Standards at Trimester</b></p> <ul style="list-style-type: none"> <li>The student knows and applies the simple or complex information and/or processes that were explicitly taught.</li> <li>There are no major errors or omissions.</li> </ul> <p><b>2.5 = Progressing Toward Standards at Trimester</b></p> <ul style="list-style-type: none"> <li>The student knows and can apply simpler details and processes.</li> <li>The student demonstrates partial knowledge of the more complex ideas and processes.</li> </ul> <p><b>2 = Progressing Toward Standards at Trimester</b></p> <ul style="list-style-type: none"> <li>The student knows simpler details and processes.</li> <li>There are major errors or omissions regarding the more complex ideas and processes.</li> </ul> <p><b>1.5 = Below Standards at Trimester</b></p> <ul style="list-style-type: none"> <li>The student demonstrates partial knowledge of the simpler details and processes.</li> <li>There are major errors or omissions regarding the more complex ideas and processes.</li> </ul> <p><b>1 = Below Standards at Trimester</b></p> <ul style="list-style-type: none"> <li>With help, the student demonstrates a partial understanding of some of the simpler and complex details and processes.</li> </ul>

<b>Academic Evaluation Key, Continued:</b>
<p><b>.5 = Below Standards at Trimester</b></p> <ul style="list-style-type: none"> <li>With help the student demonstrates a partial understanding of some of the simpler details and processes.</li> <li>The student does not demonstrate any understanding of the more complex ideas and processes.</li> </ul> <p><b>NA=Not Assessed this Trimester</b></p> <ul style="list-style-type: none"> <li>= No Basis for evaluation</li> <li>= Please see the IEP and Report of Progress.</li> </ul>
<b>Behaviors that Promote Learning</b>
<p><b>C= Consistently Observed</b> This student consistently and independently meets expectations</p> <p><b>G= Generally Observed</b> This student generally meets expectations</p> <p><b>N= Needs Prompting</b> This student meets expectations with assistance and redirecting</p> <p><b>R= Rarely Observed</b> This student rarely meets expectations</p>
<b>Social Studies</b>
Student understands and uses main concepts and details related to individual development and identity
<i>Cooperative Worker</i>
<ul style="list-style-type: none"> <li>Cooperates and interacts positively with others</li> <li>Participates actively and appropriately</li> <li>Shows respect for property</li> </ul>
<i>Self-Directed Learner</i>
<ul style="list-style-type: none"> <li>Chooses appropriate times to interact with peers</li> <li>Follows directions (written and oral)</li> <li>Follows established routines</li> <li>Listens attentively</li> <li>Organizes workspace and materials</li> <li>Makes productive use of class time</li> <li>Works independently</li> </ul>

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<b>Social Studies, Continued</b>
<ul style="list-style-type: none"> <li>• Produces quality work</li> <li>• Cleans up after activities</li> </ul>
<b>Reading</b>
<i>Concepts of Print</i>
<ul style="list-style-type: none"> <li>• Demonstrates left to right (directionality)</li> <li>• Distinguishes between a letter, word and sentence</li> </ul>
<i>Phonological/Phonemic Awareness</i>
<ul style="list-style-type: none"> <li>• Rhymes</li> <li>• Blend words</li> <li>• Segments words</li> <li>• Substitutes sounds</li> </ul>
<i>Phonics &amp; word recognition</i>
<ul style="list-style-type: none"> <li>• Identifies uppercase letters</li> <li>• Identifies lower case letters</li> <li>• Identifies letter sounds</li> <li>• Decodes three and four letter words with short vowels</li> <li>• Recognizes common sight words</li> </ul>
<i>Comprehension</i>
<p>Understands the meaning of what is read aloud</p> <ul style="list-style-type: none"> <li>• Asks and answers questions about text</li> <li>• Retells stories using beginning, middle and end</li> <li>• Identifies story elements: characters, setting and important events</li> </ul>
<b>Writing</b>
<i>Writes clearly and effectively</i>
<ul style="list-style-type: none"> <li>• Writes legibly</li> <li>• Writes upper and lower case letters</li> <li>• Writes from left to right and top to bottom</li> </ul>
<i>Writes some high frequency words (e.g. the, me, cat)</i>
<i>Writes sounds he/she hears in words (developmental spelling)</i>
<i>Uses spaces between words</i>
<i>Understands and uses the steps of the writing process with teacher guidance</i>
<ul style="list-style-type: none"> <li>• Uses pictures and talk for planning writing</li> <li>• Draws and writes ideas</li> <li>• Participates in writing process</li> </ul>
For more information about our writing

<b>Writing Continued:</b> expectations, please see the <a href="#">Writing and Language Common Core Standards</a>
<b>Communications (Listening and Speaking)</b>
<i>Listens attentively to stories and discussions</i>
<i>Speaking</i>
<i>Contributes to group discussions</i>
<i>Expresses ideas clearly and audibly</i>
<b>Mathematics</b>
Student understands and applies the concepts and procedures of mathematics
<i>Numbers</i>
<ul style="list-style-type: none"> <li>• Reads numbers to 31, 1:1 correspondence to 20, rote count to 100 and back from 10, comparing quantities to 10</li> </ul>
<i>Operations</i>
<ul style="list-style-type: none"> <li>• Models and describes situations for addition and subtraction up to sets of 10</li> </ul>
<i>Geometry</i>
<ul style="list-style-type: none"> <li>• Sorting rules, shapes, relative location</li> </ul>
<i>Algebra</i>
<ul style="list-style-type: none"> <li>• Extend, describe and create simple patterns</li> </ul>
For more information about our expectations, please see the <a href="#">Kindergarten Math Measurement Topics</a>
<b>Science</b>
<i>Concepts/Inquiry</i>
Student understands and uses scientific concepts and principles related to topics of:
<ul style="list-style-type: none"> <li>• Embryology</li> <li>• Weather</li> <li>• Wood</li> </ul>
Student knows and applies the skills, processes, and nature of scientific inquiry
<b>Art</b>
<i>Concepts and Skills</i>
<ul style="list-style-type: none"> <li>• Explores art materials and concepts</li> <li>• Understands and applies beginning art concepts (line, texture, color, space)</li> <li>• Creates a variety of compositions</li> </ul>

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<b>Art Continued:</b>
<i>Participation</i>

<b>Music</b>
<i>Concepts and Skills</i>
<ul style="list-style-type: none"> <li>• Student understands and applies knowledge and skills</li> <li>• Student demonstrates thinking skills using artistic processes of creating, performing and responding</li> <li>• Student communicates through music</li> <li>• Student makes connections within and across the arts to other disciplines, life, cultures, and work</li> </ul>
<i>Participation</i>
Student exhibits responsible personal and social behavior that respects self and others in musical settings

<b>Physical Education</b>
<i>Skills</i>
<p>Student develops fundamental and complex movement skills, as developmentally appropriate</p> <ul style="list-style-type: none"> <li>• Locomotor</li> <li>• Non-Locomotor</li> <li>• Manipulatives</li> </ul>
<i>Sportsmanship</i>
<p>Student exhibits responsible personal and social behavior that respects self and others in physical activity settings</p> <ul style="list-style-type: none"> <li>• Participation</li> <li>• Attitude</li> </ul>