

KINDERGARTEN OVERVIEW

English Language Arts

- Can ask and answer questions about key details in a text
- Can name the elements of a story (character, setting, major events)
- Can compare and contrast information in a text about people, events, and ideas
- Can recognize and name all upper and lowercase letters of the alphabet
- Can produce the sounds for the letters of the alphabet
- Can identify beginning sounds
- Can identify and produce rhyming words
- Can break words into beginning, middle, and ending sounds
- Can apply word analysis skills to decode words
- Can read high frequency words
- Can use a combination of drawing, dictating, and writing to tell about a topic
- Can write letters from sound
- Can apply grade level appropriate conventions, grammar usage, and spelling
- Can engage in discussion within a group by expressing thoughts, feelings and ideas clearly

Mathematics

- Can recognize numbers (0-10)
- Can count objects (0-10)
- Can write numbers (0-10)
- Can recognize numbers (11-20)
- Can count objects (11-20)
- Can write numbers(11-20)
- Can count to 100
- Can count up from a given number
- Can understand addition
- Can understand subtraction
- Can add fluently to 5
- Can subtract fluently from 5
- Can understand place value of numbers 11-19
- Can compare measurements of objects
- Can identify shapes
- Can describe shapes

Elementary Standards-Based Report Card



KINDERGARTEN

WHAT IS THE PURPOSE OF THE STANDARDS-BASED REPORT CARD?

The purpose of the standards based report card is to provide parents/guardians, teachers, and students with accurate information about students' progress toward meeting academic standards. The report card clearly explains skills children should know, and be able to do, by the end of each grade level. By monitoring the concrete skills and knowledge listed on the report card, we will know whether students are making progress toward mastering the skills necessary at each grade level.

WHAT ARE ACADEMIC STANDARDS?

Academic standards are a list of grade level skills that set a roadmap for curriculum and instruction. They provide a clear and consistent focus for students, parents/guardians and teachers to follow to prepare students for college and the workforce. By using the standards as a guide we can build student knowledge and skills while setting high goals for achievement and development of critical thinking skills.

Of course, high standards are not the only thing needed for student success. Having clearly defined goals helps families and teachers work together to ensure students progress. Standards assist parents and teachers in recognizing when students would benefit from extra support or when they need to be challenged.

HOW DOES THE REPORT CARD EVALUATE PROGRESS?

The report card will use four different performance codes to indicate a child's progress toward meeting the New York Common Core State Standards. The following table offers an explanation of what each academic number means and outline expectations for each level. Student progress will be given a performance level of **4, 3, 2, 1** as an indicator during each marking period. Students will be given ratings of **S** or **N** in the "Qualities of a Port Pride Learner" section.

ADDITIONAL PARENT/GUARDIAN RESOURCES

Learning does not end in the classroom. Children need help and support at home to succeed in their studies. Providing a quiet place and scheduled time for homework creates good work habits. Helpful websites are listed below.

Compass Learning: www.thelearningodyssey.com

Accelerated Reader: hosted32.renlearn.com/21867/

The Engage New York Toolkit for Parents and Families is a collection of materials and resources that will help parents and families understand the New York State education reform initiatives. We encourage parents and families to use these tools in conjunction with resources and information you receive from your child's school and teachers. These resources may be found at <http://www.engageny.org/parent-and-family-resources>.

ACADEMIC KEY

4	Student Consistently Excels in Grade Level Standards	<ul style="list-style-type: none"> Advanced independent thinker who can produce exemplary quality work Demonstrates thorough knowledge and understanding of grade level material and is able to apply and extend learned concepts independently Uses skills and prior knowledge in new and different situations Demonstrates the use of creative, high level thinking skills Communicates clearly and thoroughly using challenging oral and written language Consistently performs at grade level expectations
3	Student is Meeting Grade Level Standards	<ul style="list-style-type: none"> Applies skills and concepts with minimal support Demonstrates an understanding of grade level material Independently completes assignments after instruction Routinely produces quality work without guidance or support Communicates clearly using grade level appropriate language and vocabulary Performs at grade level expectations
2	Student is Progressing Towards Grade Level Standards	<ul style="list-style-type: none"> Requires significant support to be successful Demonstrates partial understanding of grade level material Needs to practice and review skills and concepts frequently Inconsistent performance and often requires re-teaching Attempts to express knowledge with some success Inconsistent performance of grade level expectations
1	Student is Not Meeting Grade Level Standards	<ul style="list-style-type: none"> Requires full support and has difficulty working independently Demonstrates minimal or no understanding of grade level material Needs constant reinforcement and intensive re-teaching Has difficulty retaining knowledge, skills, and concepts Has difficulty communicating through oral and written language Does not meet grade level expectations at this time
IWS		<ul style="list-style-type: none"> Insufficient Work Shown

QUALITIES OF A SUCCESSFUL PORT PRIDE LEARNER

Follows Classroom Rules and Behavior Expectations

S	Satisfactory
N	Needs Improvement