

Monrovia Unified School District

REPORT CARD GUIDE FOR FAMILIES- Kindergarten Information

The following information will assist you in understanding your child's Common Core State Standards-based report card. Multiple pieces of evidence, including classwork, homework, tests, and projects are used to assess how well your student is progressing in meeting the standards for kindergarten. **A student's grade will be determined by his/her progress toward meeting standards and goals set for the end of the school year. Therefore, it will be normal for marks to be lower in the beginning of the year and show improvement as students come to master standards.**

Report card marks are numerical and are described as:

4 -Advanced: Thoroughly demonstrates proficiency; grasps, applies, and extends key concepts and skills
3-Proficient: Demonstrates proficiency; grasps and applies key concepts, processes, and skills with few errors

2-Partial: Beginning to grasp and apply key concepts, processes and skills

1-Minimal: Minimal progress toward understanding the key concepts, processes and skills, struggling even with assistance

N/A or *: Standard not taught or assessed at this time

Below is a list of skills your student is working toward mastering this year in kindergarten. Your student's report card reflects how far he/she has progressed in each area. This form provides a line item description of each area of the report card. Each skill is followed in parenthesis by a reference to its specific Common Core State Standard. For more details regarding Common Core State Standards (CCSS), please see the California Dept. of Education website under the Students and Parents tab <http://www.cde.ca.gov/re/cc/> or corestandards.org.

LANGUAGE ARTS

Reading Standards for Literature and Informational Text

Key Ideas and Details

Student can...

- tell who, what, where, when, why and how after listening to stories. (RL.K.1)
- retell a story. (RL.K.2)
- tell the characters, setting and what happens in a story. (RL.K.3)
- tell who, what, where, when, why and how after reading nonfiction. (RI.K.1)
- tell the main topic and details in a nonfiction book. (RI.K.2)
- tell how people, events or ideas are connected. (RI.K.3)

KEY TO CCSS ABBREVIATIONS:

English Language Arts Standards
RL= Reading Literature
RI=Reading Informational Text
RF=Reading Foundational Skills
W=Writing
SL=Speaking and Listening
L=Language

Therefore, RL.K.2 refers to:

- Reading Literature
- Kindergarten
- standard number 2

Craft and Structure

Student can...

- ask and answer questions about new words in a story. (RL.K.4)
- tell the difference between storybooks, poems, fantasy, and realistic text. (RL.K.5)
- tell who the author and illustrator are and tell what their jobs are. (RL.K.6)
- ask and answer questions about new words in nonfiction. (RI.K.4)
- find the front cover, back cover and title page in a book. (RI.K.5)

Integration of Knowledge and Ideas

Student can...

- use the illustrations to help to tell the story. (RL.K.7)
- compare and contrast familiar characters in stories. (RL.K.9)
- use words and pictures to help in understanding nonfiction. (RI.K.7)
- find the reasons an author gives to support his or her ideas. (RI.K.8)
- tell how two nonfiction books are alike and different. (RI.K.9)

Reading Comprehension

Student consistently can...

- engage in and understand class fiction reading activities. (RL.K.10)
- engage in and understand class nonfiction reading activities. (RI.K.10)
- use what he/she already knows to understand text. (RL & RI.K.10)
- use the illustrations to make predictions about a text. (RL & RI.K.10)

Foundational Skills

Print Concepts

Student can...

- use basic text features to help when reading, such as reading left to right, read top to bottom, spaces between words (RF.K.1)
- recognize and name all upper- and lowercase letters (RF.K.1)

Spoken Words, Syllables and Sounds

Student can...

- recognize and make rhyming words (RF.K.2)
- count and divide words into syllables. (RF.K.2)
- blend and divide onsets and rhymes of single-syllable words. (RF.K.2)
- blend two or three sounds into recognizable words. (RF.K.2)
- find and say the initial, middle vowel and last sound in simple words. (RF.K.2)
- change a consonant or a vowel sound to make new words. (RF.K.2)

Word Recognition and Phonics

Student can...

- make the most common sound for each consonant. (RF.K.3)
- match the most common long and short vowel sounds with the common spellings. (RF.K.3)
- read common high-frequency words. (RF.K.3)

Reading Fluency

Student can...

- read beginning books fluently. (RF.K.4)
- understand beginning books. (RF.K.4)

Writing

Text Types and Purposes

Student can write different types of writing, he/she can...

- write, draw and tell his/her opinion. (W.K.1)
- write, draw and tell to teach something. (W.K.2)
- write, draw and say what happened to tell a story. (W.K.3)
- tell how he/she feels about the story he/she told. (W.K.3)

Production and Distribution

With support, student can improve his/her writing by...

- adding details to writing (W.K.5)
- publishing writing, including use of computers. (W.K.6)

Research to build and present knowledge

Student can use research to help his/her writing, student can...

- help the class research. (W.K.7)
- help the class write. (W.K.7)
- remember what he/she has been taught to answer a question. (W.K.8)

Speaking and Listening

Comprehension and Collaboration

Student can understand and talk about what he/she hears, student can...

- follow rules for discussions. (SL.K.1)
- talk with others. (SL.K.1)
- participate in a conversation. (SL.K.1)
- tell what a story is about. (SL.K.2)
- ask and answer a question about what he/she has heard. (SL.K.3)
- follow one- and two-step oral directions. (SL.K.3)

Presentation of Knowledge and Ideas

Student can share what he/she knows, student can...

- tell about people, places and things with help. (SL.K.4)
- use drawings to add details. (SL.K.5)
- speak clearly. (SL.K.6)

Language

Conventions of Standard English

Student can use proper English when writing and speaking, student can...

- print many uppercase and lowercase letters. (L.K.1)
- use nouns and verbs. (L.K.1)
- say regular plural nouns. (L.K.1)
- understand and use question words. (L.K.1)
- use common prepositions (to, from, in, out, on, off, for, of, by, with). (L.K.1)
- make complete sentences with the class. (L.K.1)
- capitalize the first word in a sentence. (L.K.2)
- capitalize the word "I". (L.K.2)
- recognize and name end punctuation. (L.K.2)
- write a letter or letters for most consonant sounds. (L.K.2)
- write a letter or letters for most short vowel sounds. (L.K.2)
- use what he/she knows about phonics to write words. (L.K.2)

Vocabulary Development

Student can figure out what words mean and use them in different situations, student can...

- tell the meaning of unknown and multiple-meaning kindergarten words. (L.K.4)
- use common beginnings and endings (-ed, -s, re-, un-, pre-, -ful, -less) to help determine what a word means. (L.K.4)
- match common verbs and adjectives with their opposites. (L.K.5)
- tell how words are used in real-life (tell animals that are colorful). (L.K.5)
- tell the difference between similar verbs. (L.K.5)
- use new words he/she learns. (L.K.6)

MATHEMATICS

Fundamentals/Counting and Cardinality (CC)

Student can use numbers to help him/her understand math, student can...

- count to 100 by ones and tens. (K.CC.1)
- count forward starting at a given number. (K.CC.2)
- write numbers from 0 to 20. (K.CC.3)
- write a number for a group of 0 to 20 objects. (K.CC.3)
- put numbers in order. (K.CC.4)
- name a group of objects by using a number. (K.CC.4)
- understand that the last object counted tells the number of objects in a group. (K.CC.4)
- understand that the number of objects in a group can be rearranged and the total number will be the same. (K.CC.4)
- understand that adding an object to a group will make the total number one bigger. (K.CC.4)
- count to tell how many. (K.CC.5)
- count out a number of objects between 1 and 20. (K.CC.5)
- tell if a group of objects in one group is greater than, less than or equal to a group of objects in another group. (K.CC.6)
- compare two written numbers between 1 and 10. (K.CC.7)

KEY TO CCSS ABBREVIATIONS:

Math standards are written in the following order:

Grade.Domain.standard

Therefore, 1.MD.1 refers to:

- 1st grade
- Measurement and Data
- Standard number 1

Operations and Algebraic Thinking (OA)

Students can...

- use objects, fingers and pictures to help show addition. (K.OA.1)
- use objects, fingers and pictures to help show subtraction. (K.OA.1)
- solve addition word problems within 10. (K.OA.2)
- solve subtraction word problems within 10. (K.OA.2)
- take apart numbers less than or equal to 10 ($5 = 2 + 3$). (K.OA.3)
- find the number that is added to 1 through 9 to make 10. He/she can use objects or drawings to show an answer. (K.OA.4)
- add within 5. (K.OA.5)
- subtract within 5. (K.OA.5)

Numbers and Operations in Base Ten (NBT)

Student can use number sense and place value to help in understanding math, student can...

- put together and take apart numbers from 11 to 19 by naming the tens and ones. (K.NBT.1)
- use objects, drawings or equations to show tens and ones. (K.NBT.1)

Measurement and Data (MD)

Using measurement and data, student can...

- tell how an object can be measured (length, weight). (K.MD.1)
- compare how two objects are similar or different (more of, less of, taller, shorter). (K.MD.2)
- place objects into categories. (K.MD.3)
- count the number of objects in categories. (K.MD.3)
- sort the categories by the number of objects. (K.MD.3)
- understand morning, afternoon, evening, today, yesterday, tomorrow, week, year, clock, calendar. (K.MD.4)
- name the days of the week. (K.MD.4a)
- tell time to the nearest hour. (K.MD.4b)

Geometry (G)

Using geometry to assist in understanding math, student can...

- find shapes around him/her. (K.G.1)
- tell where shapes are (above, below, beside, in front of, behind, next to). (K.G.1)
- tell about shapes. (K.G.1)
- compare shapes. (K.G.1)
- name shapes, (K.G.3)
- tell about and compare two-dimensional and three-dimensional shapes. (K.G.4)
- make shapes using materials like sticks and clay. (K.G.5)
- use simple shapes to make larger shapes. (K.G.6)