**Kindergarten Report Card Parent Guide**

Dear Parents,

Kindergarten students will receive a standards-based report card as a progress report and at the end of each quarter. The standards specify what students are expected to learn, understand, and be able to do by the end of Kindergarten. The purpose is to provide parents, teachers, and students with more accurate information about student’s progress towards meeting the standards. Students will have multiple opportunities to master the standards before the end of Kindergarten.

The following grading scale will be used:

|  |
| --- |
| **Grading Scale** |
| **E** | **M** | **P** | **N** |  |
| Exceeds Standard | Meets Standard | In Progress | Needs Improvement | Not Assessed |
| Application of the standard above grade level  | Consistent and independent achievement of the standard | Ongoing progress towards achievement of the standard | Limited or minimum progress towards achievement of the standard | Standard not assessed this quarter |

**The following assessment methods may be utilized to determine your child’s progress towards mastery of the standards:**

* Common Benchmark Assessments (Unit Assessments)
* Student performance and participation during class activities and discussions
* Performance tasks
* Teacher observation (whole group and small group)
* One-on-one assessments (teacher and student)
* Class work, projects, and writing samples

**Suggestions for Parents to Support their child’s success:**

* Communicate regularly with your child’s teacher.
* Create a home atmosphere where school comes first!
* Make sure your child arrives at school on time every day.
* Check your child’s backpack each day for homework and communications from school.
* Talk to your child about what they are learning at school.
* Praise your child daily!

**The following pages outline the Common Core Georgia Performance Standards.**

**ENGLISH LANGUAGE ARTS**

**Reading Literature**

**Key Ideas and Details**

* + With prompting, ask and answer questions about key details in a text
	+ With prompting, retell stories with key details
	+ With prompting, identify characters, settings, and events

**Craft and Structure**

* Ask and answer questions about unknown words
* Recognize common types of texts (e.g., storybooks , poems)
* With prompting and support, name and define roles of author and illustrator

**Integration of Knowledge and Ideas**

* With prompting and support, describe relationship between illustrations and story
* With prompting and support, compare and contrast experiences of characters

**Range of Reading and Level of Text Complexity**

* Actively engage in group reading activities with purpose and understanding

**Reading Informational**

**Key Ideas and Details**

* + Nonfiction reading comprehension - With prompting and support, ask and answer questions about key details in a text
	+ With prompting and support, identify main topic and retell key details
	+ With prompting and support, describe connections between individuals, events, ideas, or information in text

**Craft and Structure**

* With prompting and support, ask and answer questions about unknown words
* Identify front cover, back cover, and title page
* Name and define roles of author and illustrator

**Integration of Knowledge and Ideas**

* With prompting and support, using non-fiction text, describe relationships between illustrations and story
* With prompting and support, identify the reasons an author gives to support points in a text
* With prompting and support, identify basic similarities in and differences between two texts on the same topic

**Range of Reading and Level of Text Complexity**

* Actively engage in group reading activities with purpose and understanding

**Reading Foundational Skills**

 **Print Concepts**

* Follow words left to right, top to bottom, and page-by-page
* Recognize that words are made from individual letters
* Understand that words are separated by spaces
* Recognize and name all upper and lowercase letter names

**ENGLISH LANGUAGE ARTS**

**Reading Foundational Skills (Continued)**

 **Phonological Awareness**

* Recognize and produce rhyming words
* Count, pronounce, blend, and segment syllables in words
* Blend and segment onsets and rimes e.g., /b/ /a/ /t/ = bat; sun = /s/ /u/ /n/
* Isolate and pronounce initial, medial, and final sounds
* Add or substitute sounds in one-syllable words to make new words

 e.g., ‘cat’ change /c/ to /b/ = bat

**Phonics and Word Recognition**

* Know consonant sounds
* Know long and short vowel sounds
* Read common sight words
* Distinguish between similarly spelled words by identifying the sounds of the letters that differ e.g., **ho**g, **ho**t, **ho**p, p**et**, m**et**, l**et**

 **Fluency**

* Read grade level text with purpose and understanding

**Writing / Language**

 **Text Types and Purposes**

* Use combination of drawing, dictating, and writing to compose opinion pieces
* Use combination of drawing, dictating, and writing to compose informative/explanatory pieces
* Use combination of drawing, dictating, and writing to compose narrative pieces

 **Production and Distribution of Writing**

* With guidance and support, respond to questions and suggestions to strengthen writing
* With guidance and support, explore digital tools to produce/publish writing

**Research to Build and Present Knowledge**

* Participate in shared research/writing projects
* Recall and gather information to answer questions

**Conventions of Standard English – Demonstrate when writing or speaking**

* Print many upper and lowercase letters
* Use frequently occurring nouns and verbs
* Form plural nouns orally by adding /s/ or /es/ when speaking e.g., dog, dogs; wish, wishes
* Understand and use question words e.g., who, what, where, when, why, how
* Use frequent prepositions e.g., to, from, in, out, on, off, for, of, by, with
* Produce and expand complete sentences in shared language activities
* Capitalize first word in a sentence and pronoun ’**I**’
* Recognize and name end punctuation **! ? .**
* Write a letter for consonant and vowel sounds
* Spell simple words phonetically

**ENGLISH LANGUAGE ARTS**

**Writing / Language (Continued)**

**Vocabulary Acquisition and Use**

* Identify new meanings for familiar words

 e.g., the noun ‘duck’ is a bird and the verb to ‘duck’

* Use most frequent inflections and affixes as a clue to unknown words

 e.g., -ed, -s, re-, un-, pre-, -ful, -less

* Sort objects into categories (shapes, food) to gain sense of the concepts
* With guidance and support, demonstrate understanding of antonyms (opposites)
* With guidance and support, identify real life connections between words and their use e.g. places at school that are *colorful*
* With guidance and support, act out meanings of verbs describing the same action e.g. walk, march, strut, prance
* Use words and phrases acquired through conversation

**Speaking and Listening**

 **Comprehension and Collaboration**

* Follow rules for discussions
* Continue a conversation back and forth
* Recount key ideas and details from oral material and ask questions to clarify meaning

 **Presentation of Knowledge and Ideas**

* With prompting and support, describe people, places, things, and events
* Add drawings to provide additional details
* Express thoughts, feelings, and ideas clearly

**MATH**

**Counting and Cardinality**

 **Know Number Names and Count Sequence**

* Count to 100 by 1’s and 10’s
* Count forward from a given number between 1-100
* Write and represent numbers 0-20 using one-to-one correspondence

 **Count to Tell the Number of Objects**

* Say number names in order using one-to-one correspondence
* Understand that the last number name said tells the number of objects counted
* Understand that counting refers to a quantity that is one larger
* Count to answer ‘how many? ’ (up to 20 things arranged in a line, array, or circle; up to 10 things scattered)

 **Compare Numbers**

* Identify groups of objects as greater than, less than, or equal (using terms not symbols)
* Compare written numbers 1-10

**MATH**

**Operations and Algebraic Thinking**

 **Understand Addition as Putting Together/Adding to & Subtraction as Taking Apart/Taking From**

* Represent addition and subtraction with objects, sounds (claps), acting out, or equations
* Solve addition and subtraction word problems within 10 using objects or drawings
* Decompose numbers within 10 using objects and drawings e.g., 5 = 3 + 2 and 5 = 4 + 1
* For any number 1-9, find the number that makes 10 using objects or drawings
* Fluently add and subtract within 5

**Number and Operations in Base Ten**

 **Work with Numbers 11-19 to Gain Foundations for Place Value**

* Compose and decompose numbers 11-19 into ten ones and more ones

 e.g., 18 = 10 + 8

**Measurement and Data**

 **Describe and Compare Measurable Attributes**

* Describe attributes of objects such as length and weight
* Compare two objects taller/shorter, heavier/lighter, longer/shorter, holds more/holds less

 **Classify Objects and Count the Number of Objects in Each Category**

* Sort objects into categories and count how many in each

**Geometry**

 **Identify and Describe Shapes**

(squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)

* Describe objects in the environment using names of shapes/use positional words to describe relative position of shapes (*above, below, beside, in front of, behind,* *next to)*
* Name shapes regardless of orientation or size
* Identify shapes as 2-D (laying ‘flat’) or 3D (‘solid’)

**Analyze, Compare, Create, and Compose Shapes**

* Analyze and compare similarities and differences in 2D and 3D shapes

 e.g., number of sides and vertices/”corners”

* Model/build shapes from components (e.g., sticks and clay) and draw shapes
* Compose simple shapes to form larger shapes e.g., two triangles make a rectangle

**SCIENCE**

**Earth Science**

**Time Patterns – Day and Night Sky**

* Describe changes in the sky day and night
* Classify objects in the sky as seen during day or night
* Recognize that the Sun supplies heat and light to Earth

**Rocks and Soils**

* Use senses to observe/group rocks (large/small, heavy/light, smooth/rough, dark/light)
* Use senses to observe soils (smell, texture, color, particle size)
* Recognize earth materials (soil, rocks, water, air, etc.)

**Physical Science**

 **Physical Properties of Materials**

* Compare and sort materials (clay, cloth, paper, plastic, etc.)
* Use senses to classify materials (color, size, shape, weight, texture, buoyancy, flexibility)

**Motion**

* Sort objects according to motion (straight, zigzag, round and round, back and forth, fast/slow)
* Describe motions of objects by pushing, pulling, and rolling

**Gravity**

* Recognize that some things are in the sky, but return to earth (airplanes/birds)
* Recognize sun, moon, and stars are in the sky, but don’t come down
* Explain why a book does not fall down if it is on a table, but will fall if dropped

**Life Science**

 **Sort Living and Nonliving by Attributes**

* Recognize differences between living organisms and nonliving materials
* Group animals according to features (appearance, size, motion, where it lives)
* Group plants according to features (appearance, size)

 **Similarities and Differences in Plants and Animals**

* Explain similarities and differences in animals (color, size, appearance, etc.)
* Explain similarities and differences in plants (color, size, appearance, etc.)
* Recognize similarities and differences between parent and baby
* Match animal parents and their babies and explain reasoning (dog/puppy, cat/kitten, cow/calf, etc.)
* Recognize similarities and differences in self and others

**SOCIAL STUDIES**

**Historical Understanding**

 **National Holidays**

* Identify the purpose and describe people or events celebrated

 *Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King Jr. Day,*

 *Presidents’ Day, Memorial Day, Flag Day, Independence Day*

 **American Symbols**

* Identify and explain meaning of American symbols

 *United States and Georgia Flags, bald eagle, The Statue of Liberty, Lincoln Memorial,*

 *Washington Monument, White House, Pledge of Allegiance, Star Spangled Banner*

 **Time Words and Phrases**

* Use words and phrases related to time and how things change

 *now/long ago, before/after, morning/afternoon/night, today/tomorrow/yesterday,*

 *first/last/next, day/week/month/year, past/present/future*

**Geographical Understandings**

 **American Celebrations and Customs**

* Describe American culture by explaining celebrations and customs

 **Features of Maps and Globes**

* Differentiate land and water on maps and globes
* Explain that maps and globes show a view from above
* Explain that maps and globes show features in smaller size

 **Personal Geographic Information**

* State street address, city, county, state, country, and continent

**Government/Civic Understandings**

 **Good Citizenship**

* Explain how rules are made and why
* Explain why rules should be followed

 **Positive Character Traits**

* Explain how people in stories show positive character traits

 *honesty, loyalty, courtesy, pride, respect, etc.*

**Economic Understandings**

 **Community Helpers**

* Describe work that people do

 *police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, teacher*

 **Income for Work**

* Explain that people earn income for work

 **Goods and Services**

* Distinguish goods form services
* Identify U.S. money (coins, currency)

 **Needs and Wants**

* Explain that people must make choices because they cannot have everything they want