

## Kindergarten Standards Based Report Card 2011-2012

The new report card format we will use this year is the result of over three years of research, planning and writing on the part of our school faculty. During the process, we examined over a hundred "standards based" report cards from public and private schools across the country. This research has helped us to develop a reporting instrument that we feel will help us to convey a clear picture of what your child understands, is able to do, and what your child needs to learn.

You will notice that, in addition to assessments of specific skills, the teachers will also report on the level of effort they see in your child's performance.

Report cards will be issued three times per year. They will be supplemented by mid-term progress reports and communications with parents as needed.

The purpose of this brochure is to list major understandings and concepts that will be covered at each grade level. In conjunction with the textbook and materials that the teachers send home, you should have a good idea of the content being assessed in each portion of the report card.

The list is by no means exclusive. The teachers may supplement these topics with other activities throughout the year. The "pacing" of the class through these topics is also tentative. The progress of the members of the class might require that the teachers spend additional time on some topics. Every statement on the report card may not have an assessment each marking period. If the topic was not a major focus of instruction, teachers may mark the corresponding area with a / to indicate that that specific material was not covered during the trimester.

Every child is an individual who grows and develops at his/her own rate. Children in the same grade may differ widely from others in their group. There are, however, expectations for kindergarten students to have mastered by the end of the year.

These expectations are grouped to correspond with the various sections of the report card. Statements in **bold** repeat the statements contained on the report card. The specific topics or descriptions below these statements indicate content or concepts that are expected of the kindergarten students.

### Reading/Vocabulary

Can identify letters of the alphabet and produce the corresponding sound  
Can print both upper and lower case letters correctly without copying from a pattern

**\*\*The teachers will list the order of letter presentation each trimester so that parents will be aware of the letters being developed. To facilitate word formation, letters are not usually presented in alphabetical order.**

Uses phonetic skills to blend letter sounds to read decodable words  
Can read/pronounce high frequency words from the lists provided by the teachers without attempting to decode them

**\*\*High frequency words are those which occur most often in primary text but that are basically undecodable using phonetic rules. They need to be memorized to facilitate comprehension.**

Tracks word order from left to right, top to bottom on a page of text when attempting to read or write  
Can distinguish between stories/events that are "real" and those that are not.  
Can retell familiar stories providing characters, correct sequence of events and details (beginning, middle end), problem and solution  
Can make predictions or draw conclusions about story events using illustrations and text clues  
Reads grade level text fluently with pacing and pronunciation that approximates normal speech.  
Expresses personal feelings about a story (Likes, dislikes, favorite part or character, comparisons to self or own experience)  
Attends to a reading task without distraction for 5 to 10 minute intervals

### Language Arts

#### Listening and Speaking

Listens attentively in small group or large group settings without interrupting or distracting others  
Can follow simple directions of one or two steps when presented orally  
Participates in class discussion activities willingly and appropriately  
Asks and answers questions individually or in large or small group settings

#### Grammar, Usage, Punctuation and Spelling

Identifies "action" and "naming" words  
Uses upper case letters appropriately at the beginning of a sentence or in name  
Uses periods to mark the end of a sentence  
Spells some familiar words correctly  
Attempts to spell unfamiliar words using phonetic skills

## Language Arts (Continued)

### Written Expression

Uses pictures and print to convey meaning  
Hold pencil correctly and attends to spacing prompts on paper ("lines")

## Mathematics

### Number Sense/Computation

Matches groups of objects to the appropriate numeral  
Compares groups of objects (more, fewer, equal, larger, smaller)  
Counts groups of objects (to 20) and applies the appropriate numeral  
Counts on, Counts back  
"Skip" counts by 2 and 5 (i.e. 2, 4, 6, 8, 10)  
Write numerals 0 to 20  
Locates whole numbers to 20 on a number line  
Recognizes word names for numbers one to ten  
Identifies equal and unequal groups  
Orders numbers using groups of objects, pictures or numerals to 20  
Groups objects in sets of ten as an initial understanding of place value  
Uses manipulatives to demonstrate adding groups  
Uses basic addition concepts ("in all," "join") to demonstrate simple addition situations  
Uses manipulatives to demonstrate subtracting groups  
Uses basic subtraction concepts ("take away," "how many left," "how many more") to demonstrate simple subtraction situations

### Geometry/Masurement

Recognizes/names basic plane figures (circle, square, rectangle, triangle) in isolation and in the real world  
Recognizes basic solid shapes (ball, box, cone, can) in isolation and in the real world  
Divides shapes into equal or unequal parts  
Uses simple objects (pencil, crayon, paper clip) to measure length  
Identifies measurements using words such as longer/shorter, heavier/lighter, full/empty, earlier/later  
Demonstrates basic concepts of time ("first, next, last," "morning afternoon, evening" "before/after"),  
Reads analog or digital clock to identify hour and minute markings  
Uses a calendar to identify day, week and year  
Identifies seasons of the year

### Patterns

Uses objects, pictures, gestures, or motions to make or extend patterns  
Identifies, copies, extends and creates patterns using pictures or symbols  
Sorts objects into categories and explains the sorting rule  
Classifies objects using at least one attribute (color, size, shape)

## Mathematics (Continued)

### Data Analysis

Collects data with classmates and constructs simple bar graph ("Favorite food," "Favorite pet")

### Problem Solving

Uses objects and/or draws pictures to tell addition and subtraction stories  
Explains what he/she did to solve a given addition or subtraction problem

## Social Studies

### History/Culture

Identifies the components of his/her family and recognizes the role of each person  
Identifies features/locations in the classroom, school, neighborhood  
Compares city, farm similarities and differences  
Understands the concept of "work" and can identify common occupations  
Identifies the United States flag and can recite the Pledge of Allegiance  
Identifies and describes major civil and religious holidays during the year.

### Geography

Knows that a map or globe are models of the real world.  
Knows the difference between a map and a globe  
Identifies areas of water/land on a map or globe  
Can locate the United States of America on a simple world map

## Science

### Scientific Processes

Records simple observations about the world around us (daily temperature, weather, seasons, shadows, plants, animals)  
Asks questions about the processes/events in the world (storms, stars, etc.)

### Life Science

Knows the difference between living and non-living things  
Knows the basic necessities for plant and animal life and how plants and animals grow and change

### Physical Science

Identify moving objects, describe their motion in simple terms and explore what forces cause motion of objects  
Identify/explore matter in various states (solid, liquid, gas)

### Earth Science

Describe changes in daily weather or seasons  
Knows that rocks, water soil and air are the basic components of the earth  
Identifies simple natural resources and explores importance of recycling resources  
Observe, describe and compare shadows at different times of the day.  
Identifies major objects in the day and night sky

## Christian Doctrine

As you read this section of the content brochure, remember that the Christian Doctrine area of the curriculum is quite different from other areas of study. While subjects like math and reading progress in a definite sequence, a child's growth in faith cannot be structured in the same way. As we identify major content areas, we use terms like "deepen understanding" or "continue to experience" to underscore the idea of building levels of sophistication in student understanding.

### Creed/Doctrine

Deepens understanding of the Trinity, God as Creator, Jesus as Redeemer, and Holy Spirit as Helper and Guide  
Begins to identify Catholic beliefs outlined in the Apostles' Creed and/or the Nicene Creed  
Demonstrates a growing awareness of God's presence and goodness through the gifts of creation  
Continues to explore Catholic beliefs about Mary, the Mother of God and Mother of the Church.  
Deepens understanding of the Paschal Mystery (life, death, and resurrection of Jesus) as the central component of the Catholic faith

### Prayer/Sacraments

Deepens understanding and experience of the seven sacraments as signs of God's love (especially the sacrament of Baptism)  
Deepens understanding of the Mass and the structure of the liturgy  
Understands the purposes of prayer: petition, praise, contrition and thanksgiving at an appropriate level  
Experiences various types/forms of prayer individually and as a group  
Memorizes traditional prayers of the Church (Sign of the Cross, Our Father, Hail Mary, Glory Be, Guardian Angel Prayer)  
Actively participates in parish and school celebrations of the Eucharist  
Grows in understanding of the Church Year and the liturgical seasons (Advent, Christmas, Lent, Holy Week, Easter, Ascension, Pentecost, and Ordinary Time, Holy Days of Obligation, Marian celebrations)

### Scripture

Understands the basic divisions of the Bible (Old Testament/New Testament)  
Deepens understanding of major events in salvation history contained in the Old Testament by re-telling familiar scripture stories  
Deepens understanding of the Gospels as the "Good News" of Jesus that teach us how to live by re-telling familiar scripture stories  
Recall the importance of significant characters of the Old and New Testament

### **Catholic Church**

Understands the basic structure of the parish community and the roles its members fulfill

Understands that they are a part of a larger Church throughout the world

Grows in understanding of various images of the Church (People of God)

### **Christian Living/Morality**

Deepens understanding of / respect for all life

Deepens understanding of the importance of “service” as central to Christian life

Participates actively in acts of service to others

Continues to explore the lives of the saints as models of Christian life

Grows in understanding of the Ten Commandments, the Law of Love and the Beatitudes as central to Christian morality (specific)

Deepens understanding of the concept of sin

Acts consistently with Catholic moral teaching

### **Successful Learner Traits**

Many attitudes and behaviors mark the progress of successful learners.

We have attempted to identify some of these important aspects in the section of the report card titled **”Successful Learner Traits.”** **The general categories on this chart list behaviors that the teachers consistently and frequently observe in daily classroom activities.**

While all students can exhibit these behaviors most of the time, we know that none will do so consistently every day. An “X” in one of these areas indicates that the teacher believes that your child needs serious improvement in that behavior. The mark is based on many observations and is **never given** based on a single infraction or event. In making the decision to check one of these items, teachers have significant evidence that the behavior is a pattern for your child over time. You can also be quite sure that before an x is placed in one of these areas, you will have had a number of communications from the teacher seeking your help in remediating the situation.

In the event that your child does receive a mark in one of these areas, we urge you to take the information seriously. Discuss it with your child and develop a plan for him /her to improve. Subsequently, check with the teacher to see if improvement is being made.