

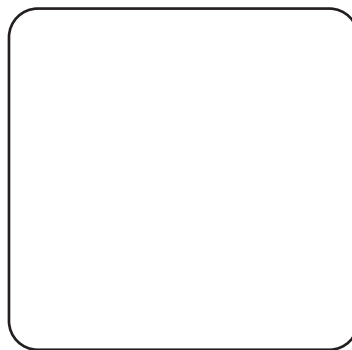


Understanding your child's **REPORT CARD**

For Kindergarten



- Tips for understanding your child's report card
- Academic measures
- Descriptions of what your child should know and be able to do in the first trimester
- Learning habit indicators with descriptions



Trimester 1

Prepared by the
Anoka-Hennepin Schools
Curriculum Department

TIPS

Understanding Your Child's Report Card

The goal of the report card is to provide meaningful information that families can use to team with teachers to support their children's learning.

- 1.** The report cards are based on the Minnesota Academic Standards. The standards define what all Minnesota students should know and be able to do in every subject, from kindergarten through grade 12.
- 2.** Anoka Hennepin School District has written report card "indicators" that represent specific skills and or knowledge students must acquire for each reporting period. A "benchmark" measures the level of learning each child should achieve for each indicator.
- 3.** Grades are based only on what students know or are able to do. Learning habits such as effort, homework completion, participation, etc. will be graded separately from academic progress.
- 4.** Academic measures are as follows:
 - 4 - Exceeds standards
 - 3 - Meets district benchmark
 - 2 - Approaching district benchmark
 - 1 - Below district benchmark
- 5.** A grade of "3" is really good! The Minnesota Academic Standards represent a high level of learning so a grade of 3 represents a great accomplishment for a child.
- 6.** Included in this booklet are descriptions of what your child should be able to do to meet each expectations. This also tells you which trimester it will be graded.

For example:
Report Card Indicator: Tells Time
Indicator Description:
⇒ Tells time to the quarter-hour
⇒ Distinguishes between a.m. and p.m.
- 7.** Your child will get marks for "learning habits". These include such things as "demonstrates on-task behaviors" and "demonstrates organizational skills." These marks will be:
 - + Consistently
 - +/- Sometimes
 - Rarely
- 8.** Learning habits are important because good habits help your child learn!
- 9.** The goal of the report card is to provide information for these important discussions. Please talk with your child's teacher about your child's progress.

ACADEMIC MEASURES

4 - EXCEEDS STANDARD

Exceeds grade level expectations. The student consistently demonstrates the skill and/or understands concepts at a level exceeding expectations.

A "4" indicates the student has advanced understanding of the academic skills represented by this indicator. The student engages in further inquiry and extends learning. A "4" is difficult to obtain.

3 - MEETS DISTRICT BENCHMARK

Meets expectations for this reporting period. The student demonstrates the skill and/or understands concepts at a level that meets expectations for this reporting period. A "3" indicates the student has proficient understanding.

We want all of our students to reach a level "3." A student receiving a "3" is right on track with our high academic expectations. A "3" is something to be celebrated.

2 - APPROACHING DISTRICT BENCHMARK

Meets some expectations for this reporting period. The student sometimes demonstrates the skill and/or understands concepts and meets some expectations for this reporting period.

A "2" indicates that the student has some understanding and is partially proficient. A "2" indicates that the student's performance varies in consistency with regards to accuracy, quality, and level of support.

1 - BELOW DISTRICT BENCHMARK

Does not meet expectations for this reporting period. The student seldom demonstrates the skill and/or understands concepts for this reporting period.

A "1" indicates the student has minimal understanding and that performance is inconsistent even with guidance and support.

NG - NO GRADE

Progress on these indicators is not reported this trimester.

What Should My Child Be Able to Do to Meet Expectations

(THESE DESCRIPTIONS REPRESENT A 3 FOR TRIMESTER 1)

ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILL

Demonstrates understanding of print features*

Book Handling

- ⇒ Holds a book upright
- ⇒ Identifies front/back cover in a book
- ⇒ Turns the pages in a book

Concepts About Print

- ⇒ Identifies Title Page in a book
- ⇒ Tracks print left to right and top to bottom while reading
- ⇒ Identifies question/question mark
- ⇒ Identifies that a sentence is made up of words
- ⇒ Identifies first/last word in a sentence
- ⇒ Identifies that words are made up of letters
- ⇒ Identifies the first and last letter of a word
- ⇒ Identifies spaces between words
- ⇒ Recognizes lower and uppercase letters

Demonstrates understanding of spoken words and sounds

- ⇒ Recognizes rhymes
- ⇒ Says and claps syllables in words
- ⇒ Identifies the beginning sound of a series of words (tie, toys, top)
- ⇒ Isolates beginning and ending sounds

⇒ Blends onset and rime (You say p...ig, child says pig)

⇒ Blends sounds to make words p-i-g

Applies phonics and word reading skills

- ⇒ Understands the alphabetic principle
- ⇒ Hears and uses sound/letter correspondence (*m, a, s, p, t, i*)
- ⇒ Blends sounds into words including vc and cvc
- ⇒ Blends common word families (*am, ap, at, it*)
- ⇒ Identifies initial and medial short vowels (*a, i*)
- ⇒ Decodes one syllable words in isolation and context
- ⇒ Identifies and read common high-frequency words (*I, can, the, we, see, a, like, to*)
- ⇒ Identifies and distinguish letter-sounds, (*initial, medial, final*)
- ⇒ Distinguishes between similar spelled words

Reads grade-level text accurately and fluently

- ⇒ Reads with accuracy
- ⇒ Reads with expression
- ⇒ Fluently reads high-frequency words
- ⇒ Raises voice at the end of a question

READING: LITERATURE AND INFORMATIONAL

Asks and answers questions about key details in the text

With prompting and support:

- ⇒ Uses important details from the words and illustrations to help ask and answer questions before, during, and after reading
- ⇒ Asks questions about things they don't understand and look for answers in the text and pictures

WRITING

Uses a combination of drawing, dictating, and writing to effectively communicate ideas and thoughts

Narrative:

- ⇒ Uses a pattern as writing

Informative:

- ⇒ Uses clues in the photos to infer
- ⇒ Uses describing words
- ⇒ Uses details in the text and photos
- ⇒ Uses words to compare
- ⇒ Identifies evidence to support response
- ⇒ Uses specific words to tell about something

Responds to questions and suggestions to strengthen writing

- ⇒ Uses the writing process with guidance and support from peers and adults to develop and strengthen writing:
 - Prewriting
 - Draft
 - Revise
 - Edit and publish
 - Evaluate

LANGUAGE

Uses language conventions when writing and/or speaking

- ⇒ Prints all letters correctly
- ⇒ Uses a capital letter to begin a sentence
- ⇒ Ends sentences with a punctuation mark (.,?)
- ⇒ Uses frequently occurring nouns and verbs
- ⇒ Uses complete sentences

Explores word relationships to understand the meaning

Category Words

- Feeling Words
- Sensory Words
- Color Words
- Shape Words
- Movement Words

Real-Life Connections

Shades of Meaning



SPEAKING, LISTENING AND VIEWING

Participates in group discussions in order to develop oral language effectively

Speaking Strategies

- ⇒ Takes turns talking
- ⇒ Asks others to share ideas and opinions
- ⇒ Stays on topic
- ⇒ Connects own ideas to the ideas of others
- ⇒ Connects personal experiences

Listening Strategies

- ⇒ Listens carefully to speaker
- ⇒ Looks at the person who is speaking
- ⇒ Waits until the speaker is finished to ask questions
- ⇒ Asks questions to clarify
- ⇒ Raises your hand to ask a question
- ⇒ Sits still and listen attentively
- ⇒ Respects others by not interrupting

Presents information and ideas effectively

Speaking Strategies

- ⇒ Speaks loudly and express your ideas clearly
- ⇒ Points out drawing on poster to provide additional information
- ⇒ Responds to Questions politely
- ⇒ Speaks Confidently and give a clear description
- ⇒ Points out details
- ⇒ Stays on Topic
- ⇒ Speaks clearly and appropriate volume

****A “4” is not reported for this indicator.***

MATHEMATICS

NUMBER AND OPERATION

Counts, reads and represents numbers*

- ⇒ Counts a collection of 10 and understand that the last number counted represents the quantity that was counted
- ⇒ Reads and writes numbers to 9
- ⇒ Matches a collection with a given number to 9
- ⇒ Represents numbers to 10 (representations may include numerals, pictures, real objects, spoken words and manipulatives such as connecting cubes)
- ⇒ Counts forward to 20, starting at any given number
- ⇒ Counts backward from 10

Demonstrates an understanding of number relationships*

- ⇒ Knows 1 more than a number up to 10
- ⇒ Knows 1 less than a number up to 5
- ⇒ Compares quantities to 10
- ⇒ Orders numbers 1 to 5

Uses computational strategies to solve problems

- ⇒ Composes (puts together and takes apart) numbers up to 10 with materials

ALGEBRA

Understands patterns*

- ⇒ Identifies, creates, completes and extends simple patterns

****A “4” is not reported for this indicator.***

SOCIAL STUDIES

Citizenship: Working together

- ⇒ Identifies rules at home, school and in one's community
- ⇒ Understands that rules keep us safe and help us learn
- ⇒ Develops skills needed to be a friend

Economics: Needs and Wants; Goods and Services

Note: Instruction begins Trimester 1, but is not reported until the unit is complete in Trimester 2

- ⇒ Understands that all people have needs (food, water, clothing and shelter)
- ⇒ Understands that all people have wants (things people would like to have to be happy)
- ⇒ Identifies goods (objects that can be seen or touched) and services (actions or activities)



SCIENCE

Life Science

- ⇒ Students will solve problems by using observations to identify plant parts and their functions
- ⇒ Students will create a model to validate their understanding of environmental impacts on plants and support their learning with accurate evidence

HEALTH

Understands Concepts and Topics

Note: Note: Instruction will occur throughout the year and will be reported on in Trimester 3

- ⇒ Bus Safety
- ⇒ Dental Health
- ⇒ Staying Healthy

ART

Understands and demonstrates line, shape and warm/cool colors

- ⇒ Draws and identifies different types of lines (e.g. straight, curved, swirly, curly, wavy, spiral, zigzag, broken-dashed, thick, and thin)

MUSIC

Note: Indicators will not be marked until enough data has been gathered to make a designation of progress towards the standard

Sings with accurate pitch

- ⇒ Sings melodic passages in an established range (sometimes using solfège - la-sol-mi-do) while maintaining correct vocal technique

Plays/improvises on instruments

- ⇒ Plays short melodies while maintaining a steady beat
- ⇒ Uses proper playing technique

Reads notation/demonstrates concepts

- ⇒ Interprets known and new rhythmic and melodic symbols into sound
- ⇒ Creates using the elements of music (pitch, rhythm, form)
- ⇒ Identifies the elements of music while listening to a variety of music

PHYSICAL EDUCATION

Skill performance

- ⇒ Demonstrates movement skills (*running, galloping, hopping*)
- ⇒ Demonstrates object control skills (*throwing, catching, bounce/catch and kicking*)
- ⇒ Demonstrates ability to change speed, direction in a group activity
- ⇒ Demonstrates spatial awareness



Learning habit indicators with descriptions

(behaviors that support learning in the classroom)

Trimester 1, Trimester 2, Trimester 3

Report Card Indicator	Descriptions
Completes work	<ul style="list-style-type: none"> ⇒ Completes classwork and homework on time ⇒ Demonstrates effort and does best work ⇒ Uses time effectively
Applies Handwriting	<ul style="list-style-type: none"> ⇒ Demonstrates learned skills ⇒ Applies handwriting to daily work ⇒ Writes legibly
Demonstrates on-task behaviors	<ul style="list-style-type: none"> ⇒ Follows classroom routines ⇒ Listens and follows directions ⇒ Maintains focus during independent work and group activities
Demonstrates organizational skills	<ul style="list-style-type: none"> ⇒ Comes prepared with belongings and has materials ready for class ⇒ Keeps materials organized
Makes responsible choices	<ul style="list-style-type: none"> ⇒ Follows school & classroom rules ⇒ Demonstrates self-control during a variety of situations
Works well with others	<ul style="list-style-type: none"> ⇒ Respectful with words and actions ⇒ Listens when others are speaking ⇒ Actively participates in a group ⇒ Resolves conflict respectfully ⇒ Cooperates with others
Makes responsible choices (K-3 Science)	<ul style="list-style-type: none"> ⇒ Stays on task, puts forth effort, completes work, uses materials responsibly and works cooperatively
Makes responsible choices (Art)	<ul style="list-style-type: none"> ⇒ Brings materials to class and completes required work ⇒ Follows directions, stays on task, and tries willingly ⇒ Treats people and property with respect ⇒ Follows all classroom and school rules ⇒ Works cooperatively with others
Makes responsible choices (Music)	<ul style="list-style-type: none"> ⇒ Brings materials to class and completes required work ⇒ Follows directions, stays on task and tries willingly ⇒ Treats people and property with respect ⇒ Follows all classroom and school rules
Makes responsible choices (PE)	<ul style="list-style-type: none"> ⇒ Comes prepared for class (tennis shoes) ⇒ Meets class expectations ⇒ Engages in activities with effort ⇒ Respectful personal and social behaviors ⇒ Cooperates

LEARNING HABIT INDICATORS: + Consistently + / - Sometimes; - Rarely