

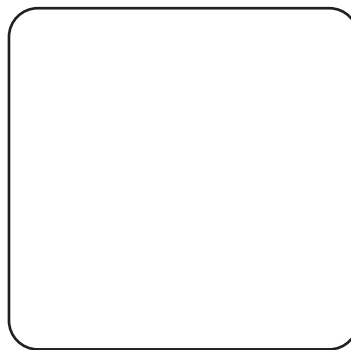


Understanding your child's **REPORT CARD**



For Kindergarten

- Top 10 Tips for understanding your child's report card
- Academic measures
- Descriptions of what your child should know and be able to do in the third trimester
- Learning habit indicators with descriptions



Trimester 3

Prepared for 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 3)

ENGLISH LANGUAGE ARTS

FOUNDATIONAL SKILL

Demonstrates understanding of print features*

Book Handling

- ⇒ Holds a book upright
- ⇒ Turns the pages in a book

Concepts About Print

- ⇒ Tracks print left to right and top to bottom while reading
- ⇒ Identifies first/last word in a sentence
- ⇒ Identifies first/last word in a sentence
- ⇒ Identifies capital letter at the beginning of a sentence
- ⇒ Awareness that a sentence ends at a period
- ⇒ Identifies a single word
- ⇒ Identifies pronouns "we and me"
- ⇒ Identifies how many letters in a word
- ⇒ Counts the number of sentences on a page
- ⇒ Identifies sentence boundaries by capital letter and punctuation mark in each sentence
- ⇒ Determines the author and illustrator of a book
- ⇒ Recognizes letter to sound connection
- ⇒ Point to the letters to sound out words
- ⇒ Sounds out words in sequence
- ⇒ Blending of sounds

- ⇒ Develops speech to print match
- ⇒ Differentiates line vs. sentence, Pause at the end of a sentence
- ⇒ Identifies long and short sentence

Demonstrates understanding of print features*

- ⇒ Recognizes and generates rhymes
- ⇒ Counts and blends syllables
- ⇒ Adds individual sounds in one syllable words (*add "f" to "in"*) to make new words
- ⇒ Isolates beginning, middle and ending sounds
- ⇒ Blends sounds to make words p-i-g
- ⇒ Blends onset and rime
(*You say p...ig, child says pig*)
- ⇒ Segments individual sounds
- ⇒ Segments onset and rime
(*You say pig, child says p...ig*)

Applies phonics and word reading skills

- ⇒ Understands the alphabetic principle
- ⇒ Hears and uses sound/letter correspondence
(*u, g, w, x, v, j, qu, y, z, sh, ch*)
- ⇒ Blends sounds into words including vc, cvc, cvce, cvvc words
- ⇒ Blends common word families
(*un, ug, us, up, ut, og, um, est, end, ox, ax, ix, ug, ob, uck, ack, ake, ade, ape, ace, ame, ate, ide, ine, ike, ope, ote, ole, ode, ome, ole, oze, ute, use, uke, ule, ume, eet, een, eed, eel*)
- ⇒ Identifies initial and medial short vowels

- ⇒ Decodes one syllable words in isolation and context
- ⇒ Distinguishes between similar spelled words
- ⇒ Identifies and read common high-frequency words (*for, have, of, they, said, want, here, me, this, what, help, too, has, play, where, look, good, who, come, does*)
- ⇒ Identifies and distinguish letter-sounds, (*initial, medial final*)

Reads grade-level text accurately and fluently

- ⇒ Reads with expression
- ⇒ Changes tone depending on punctuation
- ⇒ Reads with emotion
- ⇒ Reads with confidence
- ⇒ Reads smoothly
- ⇒ Pauses where appropriate (*after a sentence or phrase*)
- ⇒ Uses emphasis on a word or phrase
- ⇒ Fluently reads high-frequency words
- ⇒ Reads accurately without stopping

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

Identifies characters, setting and major events using text and/or illustrations

With prompting and support:

- ⇒ Talks about the characters, what they are doing, and where they are
- ⇒ Uses the text and illustrations to discuss what the characters are doing
- ⇒ 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 details in the text and words
- ⇒ Uses describing words
- ⇒ Explains reaction to feelings
- ⇒ Uses clues from the text
- ⇒ Uses specific words to describe

Informative:

- ⇒ Uses clues in the photos to infer
- ⇒ Uses details in the text and photos
- ⇒ Uses specific words to tell about something
- ⇒ Uses sentences to tell about things
- ⇒ Uses short and long sentences
- ⇒ Stays on topic
- ⇒ Includes events in order
- ⇒ Uses facts

Opinion:

- ⇒ Uses feelings to form an opinion
- ⇒ Includes details about opinion

Responds to questions and suggestions to strengthen writing

- ⇒ Uses the writing process to develop and strengthen writing:
 - Prewriting
 - Draft
 - Revise
 - Edit and publish
 - Evaluate

LANGUAGE

Uses language conventions when writing and / or speaking

- ⇒ Uses a capital letter to begin a sentence
- ⇒ Uses a capital letter at the beginning of a name
- ⇒ Capitalizes “I”
- ⇒ Ends sentences with a punctuation mark (., ?)
- ⇒ Uses periods at the end of telling sentences
- ⇒ Spells words correctly
- ⇒ Separates words with spaces
- ⇒ Uses nouns or pronouns correctly
- ⇒ Uses verbs
- ⇒ Writes sentences containing subject and verb
- ⇒ Uses prepositions correctly to expand sentences

Explores word relationships to understand the meaning

Speaking Strategies

- Pets
- Synonyms
- Farm Animals
- Foods made from grain
- Antonyms
- Word parts (*adding -ing*)

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
- ⇒ Asks questions to clarify ideas
- ⇒ Asks for help getting information
- ⇒ Waits after asking a question to give others time to think
- ⇒ Ideas of others are important
- ⇒ Respects the opinion of others
- ⇒ Gives details to express thoughts, feelings and ideas
- ⇒ Uses details to describe
- ⇒ Gives details when asking about things they do not understand
- ⇒ Answers questions with complete sentences not one word sentences

Listening Strategies

- ⇒ Listens carefully to speaker
- ⇒ Looks at the person
- ⇒ Repeats classmates ideas to verify understanding
- ⇒ Waits until the speaker is finished to ask questions
- ⇒ Asks questions to clarify
- ⇒ Raises 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
- ⇒ Speaks Confidently and give a clear description
- ⇒ Points out key details
- ⇒ Stays on Topic
- ⇒ Speaks clearly and appropriate volume
- ⇒ Answers any questions
- ⇒ Uses gestures and vary the tone of voice

***A "4" is not reported for this indicator.**



MATHEMATICS

NUMBER AND OPERATION

Counts, Reads, and Represents Numbers*

- ⇒ Counts a collection of 20 and understands that the last number counted represents the quantity that was counted
- ⇒ Reads, writes and identifies numbers to 31
- ⇒ Represents numbers to 31
(representations may include numerals, pictures, real objects, spoken words and manipulatives such as connecting cubes)
- ⇒ Counts forward to 31
- ⇒ Counts backward from 20

Demonstrates an Understanding of Number Relationships*

- ⇒ Knows 1 more than a number up to 30
- ⇒ Knows 1 less than a number up to 20
- ⇒ Compares and orders numbers 0-20

Uses Computational Strategies to Solve Problems

- ⇒ Uses objects and draws pictures to represent addition and subtraction situations (using numbers to 10)
- ⇒ Composes (puts together and takes apart) numbers up to 10

GEOMETRY AND MEASUREMENT

Uses Measurement to Compare Objects*

- ⇒ Uses words to describe objects according to length, size, weight and position

Recognizes and Sorts Shapes*

- ⇒ Recognizes two-dimensional shapes: square and describe why it is not a triangle
- ⇒ Identifies 5 basic shapes by name: square, rectangle, triangle, circle, hexagon

***A "4" is not reported for this indicator.**

SOCIAL STUDIES

History: Families and Traditions

Note: Instruction begins Trimester 2, but is not reported until Trimester 3

- ⇒ Uses a variety of words to reference past, present and future
- ⇒ Describes ways people learn about the past
- ⇒ Knows families share traditions that may be the same or different from other families

SCIENCE

Earth Science

⇒ Students will make daily observations of local weather conditions to predict weather patterns over time

⇒ Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area and communicate the design ideas



HEALTH

Understands Concepts & Topics

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

- ⇒ Identify color names
- ⇒ Identify warm colors
(red, orange and yellow)
- ⇒ Identify cool colors
(green, blue, violet/ purple)
- ⇒ Demonstrates proper use of art materials

MUSIC

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

Demonstrates concepts

- ⇒ Keeps the steady beat
- ⇒ Demonstrates the four voice types
- ⇒ Identify the comparatives
(High/Low; Loud-Soft; Fast-Slow)
- ⇒ Sings short melodic passages in an established range while using correct vocal technique

PHYSICAL EDUCATION

Skill Performance

- ⇒ Demonstrates movement skills (*running, galloping and 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