

Kindergarten Standards Based Report Card 2005-2006

The State of Illinois requires students receive instruction and master learning standards for each grade level. All kindergarten students in Springfield Public Schools receive a standards based report card. This report card communicates a clear message to parents about what their child knows, what s/he is able to do, and what needs to be mastered in relation to the standards. Achievement and effort are reported separately. Every report card statement will not have an assessment each quarter.

A standards based report card uses numerical levels to indicate performance of the grade levels for each quarter. An explanation of these markings is explained below:

Advanced (4)-The student **consistently** meets and **at times** exceeds (more depth/extension with grade level work and/or performing at a higher grade level) the standard as it is described by the grade level *Body of Knowledge*. The student's work is comparable to the *student models* and *rubrics* that are labeled **advanced (4)**.

Proficient (3) - The student **consistently** meets the standard as it is described by the grade level *Body of Knowledge*. The student's work is comparable to the *student models* and *rubrics* that are labeled **proficient (3)**.

Basic (2) - The student is **beginning to**, and **occasionally does**, meet the standard as it is described by the grade level *Body of Knowledge*. The student's work is comparable to the *student models* and *rubrics* that are labeled **basic (2)**.

Novice (1) - The student is **not meeting** the standard as it is described by the *Body of Knowledge* for this grade level. The student's work is comparable to the *student models* and *rubrics* that are labeled **novice (1)**.

Explanation of Report Card Statements

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. This pamphlet reflects kindergarten expectations in each curriculum area. The ♦ statements reflect the statements on the report card. The • statements provide further explanation and examples of each report card statement. Each quarter the skills that are taught are assessed and reported to parents. Some statements will not have assessment scores each quarter. When school and home work together as partners, our children will have the best opportunity to learn and succeed in school. To that end, we ask that you familiarize yourself with these standard expectations.

LANGUAGE AND LITERACY

Uses knowledge of words to comprehend selections.

♦ Uses phonological awareness skills.

- Hears rhymes and individual sounds in words.
- Blends and segments parts of words.

♦ Knows the concepts of print – how a book works.

- Knows parts of a book (e.g., front and back cover, print, pictures).
- Knows how to read top to bottom and left to right.
- Matches speech to print (1:1 correspondence).

♦ Knows upper and lower case letters of the alphabet.

- Identifies and matches upper and lower case letters.

♦ Reads high frequency words in age-appropriate text.

- Reads kindergarten high frequency words, their own first and last name, and the names of some of their friends and family.

♦ Uses beginning phonics skills to read age-appropriate text.

- Knows letter sounds.
- Uses word families/patterns to read unfamiliar words.
- Uses word parts (e.g., -ing, -s) to read unfamiliar words.

♦ Uses vocabulary skills to read and understand age-appropriate text.

- Understands the meaning of concept words.
- Uses pictures, prior knowledge, and context to determine the meaning of unfamiliar words.

♦ Reads age-appropriate materials with attention to rate, expression, accuracy, and phrasing.

- Reads grade-appropriate text fluently (sounds like talking).

Comprehends a broad range of reading material.

♦ Uses strategies of a reader.

- Connects own experiences to texts heard/read.
- Explains own thinking using own knowledge and information from the text.
- Retells stories heard/read.
- Asks and answers questions before, during, and after reading.

♦ Attends to text independently for 20 minutes daily.

- Chooses appropriate texts.
- Maintains focus on a variety of texts.

Reads and understands a variety of literature.

♦ Knows the characteristics of a story and what authors and illustrators do.

- Tells/retells stories with a beginning, middle, and end.
- Uses pictures to understand text.
- Identifies “real” and “make believe” stories.

♦ Listens to/reads and interprets fiction, informational text, and poetry.

- Uses own thinking to answer questions and talk about a text.

Uses correct spelling, grammar, punctuation, and capitalization in writing.

♦ Writes upper and lower case manuscript letters without copying.

- Writes letter of the alphabet legibly and fluently.

♦ Uses pictures and print to communicate ideas.

- Uses pictures and print to express ideas.
- Writes top to bottom and left to right.
- Uses letter sounds to spell words.
- Spells some familiar and kindergarten high frequency words correctly.
- Uses capital letters and punctuation correctly some of the time.
- Writes first and last name without copying.

Composes organized coherent writing.

♦ Writes complete thoughts.

- Uses pictures and print to express ideas about one topic.
- Adds detail to pictures and print.

♦ Writes for a variety of purposes and audiences.

- Writes simple stories and informational pieces to share with others.

♦ Reads own writing to others.

- Reads own writing to teacher, peers, and parents.

Listens effectively.

♦ Listens for a variety of purposes.

- Uses courtesies when listening in formal and informal settings (e.g., sits quietly, faces presenter, maintains eye contact, honors personal space).
- Completes simple tasks based on spoken directions.

Speaks effectively.

♦ Speaks for a variety of purposes.

- Participates in large and small group discussions.
- Demonstrates appropriate behaviors (e.g., takes turns in conversation, shows respect for others' ideas and opinions, raises hand when appropriate, avoids interrupting others).

Acquires and communicates information.

♦ Asks and answers questions about a topic.

- Uses prior knowledge of topic to ask and answer questions.

♦ Communicates acquired information, concepts, and ideas.

- Uses drawing, telling, and visuals to share information.

MATHEMATICAL THINKING

Uses knowledge of numbers and applies computational strategies.

♦ Estimates to 10 and counts to 20 using objects and pictures.

- Identifies whether the group is more than 10, less than 10, same as 10.
- Keeps track of which objects they count by pointing and saying numbers in correct, sequential order.

♦ Shows 0-10 in words and 0-20 using objects, pictures, and numbers.

- Recognizes numbers.
- Matches pictures and objects to numbers.
- Matches words to numbers.
- Writes numbers.

♦ Compares and orders groups and numbers to 20 using objects, pictures, and symbols.

- Identifies whether groups of objects, pictures, or numbers are more than, less than, or equal to a different group or number.
- Identifies 1 more or 1 less than a group or number.

♦ Uses counting to find answers to addition and subtraction problems, including real-life problems.

- Counts by 1s.
- Counts on.
- Counts back.
- Counts by 5s and 10s.
- Joins groups and takes groups apart.

Uses measurement tools and applies measurement strategies.

♦ Uses appropriate vocabulary to compare lengths, capacities, weights, time, money, and temperature.

- Describes measurements using words such as longer, shorter; heavier, lighter; full, empty; earlier, later; hotter, colder.

◆ **Counts objects to measure.**

- Counts the number of blocks, for example, put end to end to measure the length of an object.

Uses number patterns and applies strategies to represent problems.

◆ **Identifies, copies, extends, and creates patterns.**

- Uses objects, pictures, gestures, motions, etc. to make patterns.
- Describes patterns using at least one category such as color, size, amount, or shape.

◆ **Sorts objects and explains sorting rule.**

- Groups objects that are alike in one way; such as color, size, shape, or amount, and describes in words how they are alike.

◆ **Uses objects and/or draws pictures to tell addition and subtraction stories.**

- Describes what they did to solve the stories using objects and/or pictures.

Uses knowledge of geometric figures and explains similarities and differences.

◆ **Identifies and compares 2-dimensional and 3-dimensional shapes.**

- Identifies circle, square, rectangle, and triangle by name; knows that a square is a rectangle with equal sides.
- Compares pairs of shapes by telling how they are alike and different using vocabulary such as more or less lines, larger or smaller shape, etc.

Uses strategies to collect, organize, and explain data and solves probability problems.

◆ **Collects data, contributes to a graph, and interprets simple graphs.**

- Uses objects/pictures to display data on a class graph.
- Compares data on the class graph using words such as more, less, most, fewest, same.

SCIENTIFIC THINKING

Uses the scientific process.

◆ **Asks scientific questions and uses the steps of the scientific method.**

- Uses senses to describe characteristics of objects in the world around us – ex. flowers.
- Describes things that happen in the world around us – ex. storms.
- Asks questions about the world around us - ex. How do things move? What do living things need to grow?
- Gathers data and looks for patterns in the data – ex. daily temperatures.
- Knows steps to use to solve science problems – ex. tests objects to see if they sink or float.
- Uses simple measuring tools correctly – ex. measures mass/weight with a simple balance.

Applies skills in life, Earth, and space science.

◆ **Describes major parts of plants and animals, what they need to live, and how they grow and change.**

- Puts living things into groups by physical characteristics and by the way they behave.

- Knows what living things need to grow and live - ex. air, water.

◆ **Uses tools and equipment in a safe manner.**

◆ **Knows how objects move and describes forces that can change the way they move.**

- Describes how things move - ex. side to side.
- Knows what makes things move and why they move - ex. push or pull.
- Knows how wheels make it easier to move things.

◆ **Identifies and describes weather conditions and seasons.**

- Explains what happens when the seasons change.
- Can describe different types of weather - ex. snow, rain.

◆ **Knows rocks, soil, and water are important features of Earth and describes their characteristics.**

- Knows that soil is made up of different things - ex. clay, sand, dirt.
- Knows bodies of water are different and have different characteristics - ex. Lakes have fresh water.
- Identifies and describes things we get from Earth; and knows why it is important to take care of Earth's water.

SOCIAL STUDIES

Understands local, state, and U.S. history.

◆ **Knows significant historical holidays and recognizes facts about each.**

Understands geography and its effect on society.

◆ **Uses map skills.**

- Knows the difference between a map and globe.
- Knows the difference between land and water on a map or globe.

◆ **Practices respecting and conserving the environment.**

Understands economic systems.

◆ **Knows how to share and trade items.**

- Recognizes the value of trading and sharing.

PHYSICAL DEVELOPMENT

◆ **Participates in physical activities.**

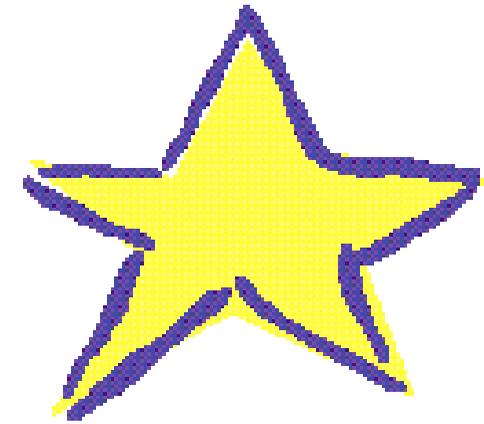
◆ **Knows what to do to stay healthy.**

ART and MUSIC

◆ **Participates in the visual arts.**

◆ **Participates in movement and singing activities.**

Springfield Public School District 186



**Kindergarten
Standards-Based Report Card
Parent Explanation Brochure**