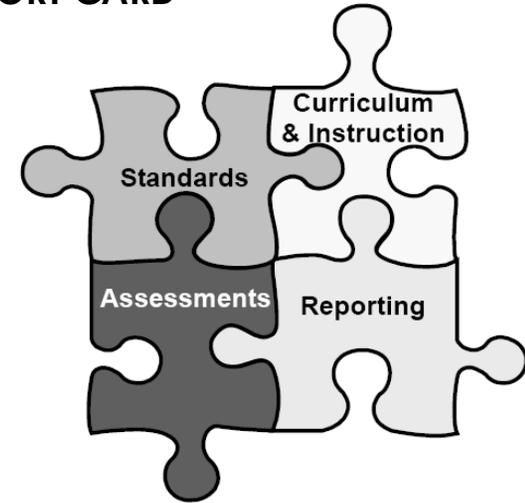


KINDERGARTEN TEACHER'S GUIDE TO THE STANDARDS-BASED REPORT CARD

There are four essential components of a standards-based system:

1. A description of what a student should know and be able to do at a given grade level
2. A curriculum framework and/or roadmap a teacher uses to ensure that they teach to the standards
3. Assessments a teacher uses to measure the extent to which a student has met the standards
4. A reporting tool (report card) which communicates accurately a student's progress towards meeting standards at their given grade level throughout the school year



Definitions of Proficiency Levels

There are four reporting periods in which students are evaluated based on their progress toward grade-level standards. Proficiency levels are broadly defined as follows:

4- Exceeds Expectations

- Student demonstrates a deeper understanding of grade-level standards
- Student independently exceeds grade-level standards

3- Meets Expectations

- Student demonstrates knowledge and skills expected at this grade level
- Student demonstrates consistent application of skills
- Student independently applies grade-level standards

2- Approaches Expectations

- Student demonstrates a partial understanding of knowledge and skills expected at this grade level
- Student is approaching the standards, however the skills are not yet mastered
- Student needs support to demonstrate the knowledge and skills expected at this grade level

1- Does Not Meet Expectations

- Student does not demonstrate the knowledge or skills expected at this grade level
- Student is working below grade level
- Student requires continued support

A Body of Evidence in: English Language Arts and Mathematics

The following chart indicates the types of evidence a teacher can collect in preparation for reporting using the Standards-Based Report Card. While it is not required that a teacher collect every piece of evidence listed here for every student (in some cases, a teacher might collect more and in some less), these pieces of evidence provide documentation of a student's progress towards meeting grade-level standards.

	Grade Levels					
	K	1	2	3	4	5
English Language Arts						
PALS	X					
DRA2	X	X	X	X	X	
ACHIEVE 3000 (3-10)				X	X	X
STAR Early Literacy/Reading Enterprise (K-12)	X	X	X	X	X	X
Lexia (K-12)	X	X	X	X	X	X
Accelerated Reader (1-4, 9-12)		X	X	X	X	X
Writing-Published Pieces (K-12)	X	X	X	X	X	X
Independent Reading Logs	X	X	X	X	X	X
Anecdotal Records (i.e. conferring notes, small-group instruction, text-based discussions)	X	X	X	X	X	X
Engage CF Unit Assessments (3-8)				X	X	X
Mathematics						
STAR Math Enterprise/Early Literacy (K-12)	X	X	X	X	X	X
Engage CF Math	X	X	X	X	X	
Program Assessments	X	X	X	X	X	X

COMMON CORE STATE STANDARDS For ENGLISH LANGUAGE ARTS

While the standards delineate specific expectations in reading, writing, speaking, listening and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task.

Reading Standards for Literature Text K-5 (RL)

Key Ideas and Details

Report Card Language: Retells familiar text with key details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.

Report Card Language: Identifies characters, setting, and/or major events in a text

3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

Report Card Language: Retells familiar text with key details

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

Report Card Language: Identifies characters, setting, and/or major events in a text

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
8. (Not applicable to Literature)

Report Card Language: Compares and contrasts familiar texts

9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

Report Card Language: Retells familiar text with key details

10. Actively engage in group reading activities with purpose and understanding.

Reading Standards for Informational Text K-5 (RI)

Key Ideas and Details

Report Card Language: Retells familiar text with key details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.

Report Card Language: Identifies characters, setting, and/or major events in a text

3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

Report Card Language: Retells familiar text with key details

4. With prompting and support, ask and answer questions about unknown words in a text.

Report Card Language: Identifies characters, setting, and/or major events in a text

5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

Report Card Language: Identifies characters, setting, and/or major events in a text

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.

Report Card Language: Compares and contrasts familiar texts

9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

Report Card Language: Retells familiar text with key details

10. Actively engage in group reading activities with purpose and understanding.

Reading Standards: Foundational Skills K-5 (RF)

Print Concepts

Report Card Language: Demonstrates understanding of the organization and basic features of print

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.

Report Card Language: Recognizes and names all upper and lower case letters of the alphabet

1. Demonstrate understanding of the organization and basic features of print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

Report Card Language: Demonstrates understanding of spoken words, syllables, and sounds

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

Report Card Language: Knows and applies grade-level phonics and word analysis skills to decode words

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

Report Card Language: Reads text with purpose and understanding

4. Read emergent-reader texts with purpose and understanding.

Writing Standards K-5 (W)

Text Types and Purposes

Report Card Language: Uses a combination of drawing, dictating and writing to tell about a topic

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

Report Card Language: Strengthens writing by adding details and responding to questions

4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

Report Card Language: Participates in shared research and writing projects from provided sources to build knowledge on a single topic

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

Language Standards K-5 (L)

Conventions of Standard English

Report Card Language: Applies grade-level grammar when writing

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Print many upper- and lowercase letters.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/or /es/ (e.g., *dog, dogs; wish, wishes*).
 - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - f. Produce and expand complete sentences in shared language activities.

Report Card Language: Applies grade-level spelling, punctuation and capitalization when writing

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize the first word in a sentence and the pronoun *I*.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

Report Card Language: Acquires and uses grade-level vocabulary

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
 - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
 - b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Speaking and Listening Standards K-5 (SL)

Comprehension and Collaboration

Report Card Language: Asks and answers questions appropriate to task and situation

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Report Card Language: Speaks audibly and expresses ideas clearly

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.

Presentation of Knowledge and Ideas

Report Card Language: Speaks audibly and expresses ideas clearly

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Report Card Language: Produces complete sentences when appropriate to task and situation

6. Speak audibly and express thoughts, feelings, and ideas clearly.

Common Core State Standards ELA link:

http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf

COMMON CORE STATE STANDARDS For MATHEMATICS

In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Counting and Cardinality (K.CC)

Know number names and the count sequence

Report Card Language: Knows number name and the count sequence

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects

Report Card Language: Counts to tell the number of objects

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Compare Numbers

Report Card Language: Compares numbers

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects)
7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking (K.OA)

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

Report Card Language: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

1. Represent addition and subtraction with objects, fingers, mental images, drawings*, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. *Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.

Number and Operations in Base Ten (K.NBT)

Work with numbers 11–19 to gain foundations for place value

Report Card Language: Works with numbers 11–19 to gain foundations for place value

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data (K.MD)

Describe and compare measurable attributes

Report Card Language: Describes and compares measurable attributes

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Classify objects and count the number of objects in each category

Report Card Language: Classifies objects and counts the number of objects in categories

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10)

Geometry (K.G)

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

Report Card Language: Identifies and describes shapes

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid").

Analyze, compare, create, and compose shapes

Report Card Language: Analyze, compare, create, and compose shapes

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

Mathematics | Standards for Mathematical Practice

Mathematical Practices (As stated in the CCSS and Report Card)	Mathematical Practices (Student Friendly Language)
Makes sense of problems and perseveres in solving them	I solve problems without giving up
Reasons abstractly and quantitatively	I know how to think about words and numbers to solve problems
Constructs viable arguments and critiques the reasoning of others	I explain my thinking and ask questions to understand other people's thinking
Models with mathematics	I use math models (diagram, graph, table etc.)to show my work and solve problems in many ways
Uses appropriate tools strategically	I choose the correct math tools and explain why I used them
Attends to precision	I am careful about what I write and say so my ideas about math are clear
Looks for and makes use of structure	I use what I know to solve new problems
Looks for and expresses regularity in repeated reasoning	I look for rules and patterns to help me solve problems

Common Core State Standards Math link:

http://www.corestandards.org/wp-content/uploads/Math_Standards.pdf

Science

Technology

Please review the ELA Reading and Writing Standards that incorporate technology assessment below.

ELA Writing Standards Incorporating Technology

Report Card Language: Demonstrates understanding of basic technology operations and concepts

Writing (W)

Production and Distribution of Writing

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Progress Monitoring Boxes

This section is where teachers can attach any additional information they feel is necessary. For example, STAR parent reports, intervention program student data updates, ELL progress insert, behavior reports, homework monitoring etc.

Work Habits and Behaviors

Research recommends that grades should not be based on behavior and other non-academic factors, but only on students' mastery of the material in a given subject. Standards based grading is focused on what students know and can do, and not on other factors. Therefore, a student's behavior and/or effort should be independently represented within the Work Habits and Behaviors section of the report card and not be reflected in their grades within the other report card content areas.

Teacher Comments

If additional space is needed for comments please attach teacher comment sheet to the report card.

Frequently Asked Questions

Why can't students receive an average for each subject like an A or a B?

A standards-based report card rubric (4, 3, 2, 1) measures student achievement criteria for academic performance in content area standards. Letter grades do not reflect student performance towards state and district standards. Letter grades focus on what students "do" vs. what students "know".

Are students with disabilities (SWD) held to "grade-level" standards on the report card?

Yes. The Individual with Disabilities Education Act (IDEA) requires each state, school district, and school to hold ALL students to grade-level standards. Students with Individualized Education Programs (IEPs) must be provided with the same opportunity to receive grades in relation to expectations for grade level standards. For some students with IEPs, accommodations are necessary to meet grade level standards. If accommodations do not sufficiently support the student in meeting grade level standards, modifications to the standards may be required. The IEP team must make and document these grading decisions regarding what content areas, if any, require modifications of the grade level standards.

How was the language in the report card determined?

The language from the report card was meant to mirror the Common Core State Standards. As educators we are planning based on the standards and therefore need to make sure we are in fact monitoring what it is we are teaching.

What about intervention programs?

If a student receives a particular intervention the teacher may choose to write that intervention in the progress monitoring section with feedback to the

parents/guardians.

Is there an opportunity to use N/A in a quarter when something may not be the focus?

N/A is an option in the grading key. Teachers should place an N/A when a particular standard is not addressed in that quarter.

Why isn't effort and behavior included in Content or Specialist areas?

Work habits and behaviors are intentionally kept separate. When using standards based report cards we are measuring what students know. Behavior and effort are separate because they are habits of mind. A child can have excellent behavior but they may not be proficient in a standard.

Why isn't homework or classwork on the report card?

Homework/classwork is represented as "hands in assignments on time" in the work habits and behaviors section.

Homework:

Definition: Homework is an out-of-class assignment to support learning in which most – if not all – work is completed outside the classroom.

Purpose:

The purpose of homework is to support learning in one of four ways:

- 1. Preparation:** Provides background information which allows students to gather/organize information before a lesson/instruction;
- 2. Checking for Understanding:** Provides students and teachers the opportunity to assess students' grasp of newly acquired learning;
- 3. Practice:** Reinforces acquired knowledge and skills;
- 4. Extension of Learning:** Provides the pursuit of further knowledge and/or higher level cognitive applications, or a comprehensive assignment in which students have been provided current instruction and should be completed at home.

Why are Mathematical Practices graded separately?

The practices are focused on how students engage in the mathematics.

Why are we grading the Scientist Notebook?

Scientists notebooks are expected to be used to help students develop, practice, and refine their science understanding, while also enhancing reading, writing, mathematics and communications. Therefore, it is graded as an essential component of demonstrating proficiency in science.

Why doesn't social studies have its own section on the report card?

Social studies is integrative by nature. Powerful social studies teaching crosses disciplinary boundaries to address topics in ways that promote social understanding and civic efficacy. It also integrates knowledge, skills, and dispositions with authentic action. When children pursue a project or investigation, they encounter many problems and questions based in civics, economics, geography, and history. With teacher guidance, children can actively explore both the processes and concepts of social studies while simultaneously exploring other content areas.

Effective practice does not limit social studies to one specified period or time of day. Rather, elementary teachers can help children develop social studies knowledge throughout the day and across the curriculum. Children's everyday activities and routines can be used to introduce and develop important civic ideas. Integrating social studies throughout the day eases competition for time in an increasingly crowded curriculum. With a strong interdisciplinary curriculum, teachers find ways to promote children's competence in social sciences, literacy, mathematics, and other subjects within integrated learning experiences. Learning experiences reach across subject-matter boundaries, e.g., integrating history and geography as well as civics and language arts.

**PROVIDENCE SCHOOL DEPARTMENT
Kindergarten – Report Card**

Q1=Quarter 1; Q2=Quarter 2; Q3=Quarter 3; Q4=Quarter 4

Student Name:

Teacher:

Year:

Student ID#:

School:

ATTENDANCE	Q1	Q2	Q3	Q4
Absent				
Tardy				
Dismissals				

English Language Arts

Reading(Literature/Informational)	Q1	Q2	Q3	Q4
Current Reading Level (BL-Below Level, OL- On Level, AL- Above Level)				
Retells familiar text with key details	RL.K.1, RL.K.2, RL.K.4, RL.K.5, RL.K.6, RL.K.10, RI.K.1, RI.K.2, RI.K.4, RI.K.5, RI.K.6, RI.K.10			
Compares and contrasts familiar texts	RL.K.9, RI.K.9			
Identifies characters, setting, and/or major events in a text	RL.K.3, RL.K.7, RI.K.3, RI.K.7, RI.K.8			
Foundational Skills	Q1	Q2	Q3	Q4
Demonstrates understanding of the organization and basic features of print	RF.K.1a, RF.K.1b, RF.K.1c			
Recognizes and names all upper and lower case letters of the alphabet	RF.K.1d			
Knows and applies grade-level phonics and word analysis skills to decode words	RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d			
Demonstrates understanding of spoken words, syllables, and sounds	RF.K.2a, RF.K.2b, RF.K.2c, RF.K.2d, RF.K.2e			
Reads texts with purpose and understanding	RF.K.4			
Writing	Q1	Q2	Q3	Q4
Uses a combination of drawing, dictating and writing to tell about a topic	W.K.1, W.K.2, W.K.3			
Strengthens writing by adding details and responding to questions	W.K.5, W.K.6			
Research to Build and Present Knowledge	Q1	Q2	Q3	Q4
Participates in shared research and writing projects from provided sources to build knowledge on a single topic	W.K.7, W.K.8			
Language	Q1	Q2	Q3	Q4
Acquires and uses grade-level vocabulary	L.K.4a, L.K.4b, L.K.5a, L.K.5b, L.K.5c, L.K.5d, L.K.6			
Applies grade-level grammar when writing	L.K.1a, L.K.1b, L.K.1c, L.K.1d, L.K.1e, L.K.1f			
Applies grade-level spelling, punctuation and capitalization when writing	L.K.2a, L.K.2b, L.K.2c, L.K.2d			
Speaking / Listening	Q1	Q2	Q3	Q4
Asks and answers questions appropriate to task and situation	SL.K.2, SL.K.3			
Speaks audibly and expresses ideas clearly	SL.K.1a, SL.K.1b, SL.K.4, SL.K.5, SL.K.6			
Produces complete sentences when appropriate to task and situation	SL.K.6			

Evaluation Key

- 4 – Exceeds the Standard
- 3 – Meets the Standard
- 2 – Approaches the Standard
- 1 – Does Not Meet the Standard
- N/A – Not Assessed at this Time

For SY _____

Student will be:

Promoted

Retained

Mathematics

Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from	K.OA.1, K.OA.2, K.OA.3, K.OA.4			
Number and Operations	Q1	Q2	Q3	Q4
Works with numbers 11-19 to gain foundation for place value	K.NBT.1			
Measurement and Data	Q1	Q2	Q3	Q4
Describes and compares measurable attributes	K.MD.1, K.MD.2			
Classifies objects and counts the number of objects in categories	K.MD.3			
Geometry	Q1	Q2	Q3	Q4
Identifies and describes shapes	K.G.1, K.G.2, K.G.3			
Analyzes, compares, creates, and composes shapes	K.G.4, K.G.5, K.G.6			
Counting & Cardinality	Q1	Q2	Q3	Q4
Knows number names and the count sequence	K.CC.1, K.CC.2, K.CC.3			
Counts to tell the number of objects	K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5			
Compares numbers	K.CC.6, K.CC.7			
Mathematical Practices	Q1	Q2	Q3	Q4
Makes sense of problems and perseveres in solving them	See the Standards for Mathematical Practice above or within the CCSS using the URL below: http://www.corestandards.org/wp-content/uploads/Math_Standards			
Reasons abstractly and quantitatively				
Constructs viable arguments and critiques the reasoning of other				
Models with mathematics				
Uses appropriate tools strategically				
Attends to precision				
Looks for and makes use of structure				
Looks for and expresses regularity in repeated reasoning				

Science	Q1	Q2	Q3	Q4
Communicates scientific thinking effectively using content area and academic vocabulary	http://www.1.providenceschools.org/curriculum/sciences			
Draws conclusions based on relevant information and evidence				
Demonstrates effective use of the scientist notebook				
Technology	Q1	Q2	Q3	Q4
Demonstrates understanding of basic technology operations and concepts	W.K.6			
Library & Media Science	Q1	Q2	Q3	Q4
Demonstrates application of library media skills	http://www.ala.org/aasl/sites/ala.org/aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf			
Art	Q1	Q2	Q3	Q4
Demonstrates knowledge and application of art concepts	http://www.1.providenceschools.org/curriculum/fine-arts			
Demonstrates knowledge and skill of media, tools, techniques and processes				
Music	Q1	Q2	Q3	Q4
Demonstrates knowledge and application of music concepts through singing, playing and responding to music	http://www.1.providenceschools.org/curriculum/fine-arts			
Demonstrates proper vocal/percussion techniques alone and with others				
Physical Education	Q1	Q2	Q3	Q4
Demonstrates grade-appropriate gross motor movement	http://www.1.providenceschools.org/curriculum/health-pe--			
Demonstrates grade-appropriate ability to use eye-hand and eye-foot coordination				
Health Education	Q1	Q2	Q3	Q4
Identifies and recognizes multiple dimensions of health	http://www.1.providenceschools.org/curriculum/health-pe--			
Describes ways to prevent injuries and health problems				

Progress Monitoring	Q1	Q2	Q3	Q4
Check box when additional information is attached				
<p>This section is where teachers can attach any additional information they feel is necessary. For example, STAR parent reports, intervention program student data updates, Personal Literacy Plan progress updates, ELL progress insert, behavior reports, homework monitoring, etc.</p>				

Work Habits and Behaviors Evaluation Key				
<p>4 – Exceeds the Expectation 3 – Meets the Expectation 2 – Working Towards the Expectation 1 – Does Not Meet the Expectation N/A – Not Applicable</p>				
Work Habits and Behaviors	Q1	Q2	Q3	Q4
Shows best effort	<p>A student's behavior and/or effort should be independently represented within the Work Habits and Behaviors section of the report card and not be reflected in their grades within the other report card content areas.</p>			
Respects adults, peers and belongings				
Follows directions				
Participates and is willing to share relevant knowledge and experience				
Works well with others				
Demonstrates self-control				
Demonstrates organizational skills				
Hands in assignments on time				
Teacher Comments				
<i>Quarter 1</i>				
<p>If additional space is needed for comments, please attach teacher comment sheet to the report card.</p>				
<i>Quarter 2</i>				
<i>Quarter 3</i>				
<i>Quarter 4</i>				