

## **Kindergarten Report Card Resource Document**

<b>Level</b>	<b>Indicators for Academic Areas</b>
3	Proficient - Demonstrates consistent understanding of grade level standards.
2	Progressing - Demonstrates inconsistent understanding of grade level standards.
1	Area of Concern - Demonstrates an insufficient understanding of grade level standards.
IE	Insufficient evidence to assess at this time
X	Not assessed at this time

### **When do we use IE (Insufficient evidence to assess at this time)?**

- When a student was absent for a significant number of days.
- In any situation where a student has not yet completed the assessments required for the teacher to confidently determine level of proficiency.

### **When do we use X (Not Assessed at this time)?**

- When the teacher has taught the content, but hasn't yet fully assessed that content, or hasn't yet taught the content in its entirety.
- When the teacher has not taught or assessed understanding of the content (this could apply to some students or all students in a class depending on the situation).

<b>Level</b>	<b>Indicators for Learner Behaviors and Fine Motor Skills</b>
3	Proficient - Consistently meets expectations
2	Progressing - Inconsistently meets expectations
1	Area of Concern

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## **Reading: Literature**

- Demonstrates understanding of key ideas and details.
  - With prompting and support, asks and answers questions about key details in a text.
  - With prompting and support, retells familiar stories, including key details.
  - With prompting and support, identifies characters, settings, and major events in a story.
- Demonstrates understanding of author's craft and text structure.
  - Asks and answers questions about unknown words in a text.
  - Recognizes common types of texts (e.g., storybooks, poems).
  - With prompting and support, names the author and illustrator of a story and defines the role of each in telling the story.
- Demonstrates understanding of text through the integration of knowledge and ideas.
  - With prompting and support, describes the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
  - With prompting and support, compares and contrasts the adventures and experiences of characters in familiar stories.
- Actively engages in group reading activities with purpose and understanding.

## **Reading: Informational Text**

- Demonstrates understanding of key ideas and details.
  - With prompting and support, asks and answers questions about key details in a text.
  - With prompting and support, identifies the main topic and retells key details of a text.
  - With prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in a text.
- Demonstrates understanding of author's craft and text structure.
  - With prompting and support, asks and answers questions about unknown words in a text.
  - Identifies the front cover, back cover, and title page of a book.
  - Names the author and illustrator of a text and defines the role of each in presenting the ideas or information in a text.
- Demonstrates understanding of text through the integration of knowledge and ideas.
  - With prompting and support, describes 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).
  - With prompting and support, identifies the reasons an author gives to support points in a text.
  - With prompting and support, identifies basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- Actively engages in group reading activities with purpose and understanding.

# **Kindergarten Report Card Resource Document**

## **Reading: Foundational Skills**

- Demonstrates understanding of the organization and basic features of print.
  - Demonstrates understanding of the organization and basic features of print.
    - Follows words from left to right, top to bottom, and page by page.
    - Recognizes that spoken words are represented in written language by specific sequences of letters.
    - Understands that words are separated by spaces in print.
    - Recognizes and names all upper- and lowercase letters of the alphabet.
- Demonstrates understanding of spoken words, syllables, and sounds.
  - Demonstrates understanding of spoken words, syllables, and sounds (phonemes).
    - Recognizes and produces rhyming words.
    - Counts, pronounces, blends, and segments syllables in spoken words.
    - Blends and segments onsets and rimes of single-syllable spoken words.
    - Isolates and pronounces 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/.)
    - Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words.
- Knows and applies grade level phonics and word analysis skills in decoding words.
  - Knows and applies grade-level phonics and word analysis skills in decoding words.
    - Demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
    - Associates the long and short sounds with the common spellings (graphemes) for the five major vowels.
    - Reads common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
    - Distinguishes between similarly spelled words by identifying the sounds of the letters that differ.
- Reads emergent-reader texts with purpose and understanding.

## **Language Arts**

- Actively listens.
  - Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Responds appropriately.
  - Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
    - Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
    - Continues a conversation through multiple exchanges.
  - Confirms 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.
  - Asks and answers questions in order to seek help, get information, or clarify something that is not understood.

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- Speaks and expresses ideas clearly.
  - Describes familiar people, places, things, and events and, with prompting and support, provides additional detail.
  - Adds drawings or other visual displays to descriptions as desired to provide additional detail.
  - Speaks audibly and expresses thoughts, feelings, and ideas clearly.

- [Early Writing Stages](#)

## **Mathematics**

- Knows number names and the count sequence.
  - Counts to 100 by ones and by tens.
  - Counts forward beginning from a given number within the known sequence (instead of having to begin at 1).
  - Writes numbers from 0 to 20. Represents a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- Counts to tell the number of objects.
  - Understands the relationship between numbers and quantities; connects counting to cardinality.
    - When counting objects, says 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.
    - Understands 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.
    - Understands that each successive number name refers to a quantity that is one larger.
  - Counts 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, counts out that many objects.
- Compares numbers.
  - Identifies 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.
  - Compares two numbers between 1 and 10 presented as written numerals.
- Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from.
  - Represents addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
  - Solves addition and subtraction word problems, and adds and subtracts within 10, e.g., by using objects or drawings to represent the problem.
  - Decomposes numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and records each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).
  - For any number from 1 to 9, finds the number that makes 10 when added to the given number, e.g., by using objects or drawings, and records the answer with a drawing or equation.
  - Fluently adds and subtracts within 5.
- Works with numbers 11-19 to gain foundations for place value.
  - Composes and decomposes numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and records each composition or decomposition by a drawing or equation (such as  $18 = 10 + 8$ ); understands that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

## **Kindergarten Report Card Resource Document**

- Describes and compares measurable attributes.
  - Describes measurable attributes of objects, such as length or weight. Describes several measurable attributes of a single object.
  - Directly compares two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describes the difference. For example, directly compares the heights of two children and describes one child as taller/shorter.
- Classifies objects and counts the number of objects in each category.
  - Classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count.
- Identifies and describes shapes.
  - Describes objects in the environment using names of shapes, and describes the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
  - Correctly names shapes regardless of their orientations or overall size.
  - Identifies shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
- Analyzes, compares, creates, and composes shapes.
  - Analyzes and compares 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).
  - Models shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
  - Composes simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

### **Social Studies**

- Understands concepts and vocabulary.
- Completes assignments and projects.

### **Science**

- Understands concepts and vocabulary.
- Completes assignments and projects.

### **Music** [Link to Illinois Music Standards](#)

- Explains knowledge of the concepts being taught.
  - Connecting
    - Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
    - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
  - Performing
    - Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
  - Respond
    - Anchor Standard 7: Perceive and analyze artistic work.
    - Anchor Standard 8: Construct meaningful interpretations of artistic work.
    - Anchor Standard 9: Apply criteria to evaluate artistic work.

## **Kindergarten Report Card Resource Document**

- Demonstrates skills based upon developmentally appropriate assessments.
  - Performing
    - Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
    - Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
  - Creating
    - Anchor Standard 1: Generate and conceptualize artistic ideas and work.
    - Anchor Standard 2: Organize and develop artistic ideas and work.
    - Anchor Standard 3: Revise, refine, and complete artistic work.
- Follows learning environment expectations.
  - Performing
    - Anchor Standard 6: Convey meaning through the presentation of artistic work.

### **Physical Education** [Link to Illinois Physical Education Standards](#)

- Explains knowledge of the concepts being taught.
  - State Goal 19: Applying rules and procedures in small group activities.
- Demonstrates skills based upon developmentally appropriate assessments.
  - State Goal 19: Introducing locomotor skills, manipulative skills, and rhythmic skills.
  - State Goal 20: Introducing fitness skills based on the FitnessGram. Introducing exercises based on the 4 health- related fitness components.
- Follows learning environment expectations.
  - State Goal 21: Following rules and procedures in class. Cooperation skills in small group work. Demonstrates positive problem solving skills.

### **Visual Arts** [Link to Illinois Visual Arts Standards](#)

- Explains knowledge of the concepts being taught.
  - Creating
    - Anchor Standard 1: Investigate, Plan, Make
    - Anchor Standard 2: Investigate
    - Anchor Standard 3: Reflect, Refine, Continue
  - Connecting
    - Anchor Standard 11: Synthesize
- Demonstrates skills based upon developmentally appropriate assessments.
  - Creating
    - Anchor Standard 2: Investigate
    - Anchor Standard 3: Reflect, Refine, Continue
  - Presenting
    - Anchor Standard 4: Relate
  - Responding
    - Anchor Standard 7: Share & Perceive

# **Kindergarten Report Card Resource Document**

- Follows learning environment expectations.
  - Creating
    - Anchor Standard 1: Investigate, Plan, Make

## **Learner Behaviors**

### **Demonstrates respect for peers and staff.**

Follows classroom and school rules and procedures.

Demonstrates kindness and helpfulness.

Demonstrates respectful behavior when working with peers and adults.

To feel or show esteem, honor, and appreciation for others.

Demonstrates empathy for others.

### **Demonstrates organizational skills.**

Materials are available when needed for class and stored so that they are both readily accessible and contained in designated spaces.

Keeps track of assignments and deadlines/sequence of what to do with those materials.

### **Actively participates in class.**

Engaged and focused on learning activities and discussion.

Follows directions.

Contributes to conversations and group activities.

Works on designated activities in a productive manner (small group).

### **Works cooperatively with others.**

Works cooperatively to achieve group goals by contributing ideas, by listening to others, and by respecting others' ideas.

Demonstrates on-task behavior during group work.

Accepts various roles and an equitable share of the work within a group.

### **Demonstrates commitment to their own learning.**

Prepared for class/lessons.

Completes work.

Demonstrates effort/Works hard.

Makes good use of class time.

Shows perseverance (when setbacks occur).

Budgets time for long-term assignments; continues working/endurance.

Advocates for self/ uses resources / seeks help as appropriate.

Follows instructions with minimal supervision.