



# Progress Report Guide

## Kindergarten

Academic Progress Key:	Descriptor(s):
<b>C = Consistently observed:</b>	This student consistently and independently meets expectations.
<b>G = Generally observed:</b>	This student generally meets expectations.
<b>N = Needs prompting:</b>	This student meets expectations with assistance and redirecting.
<b>R = Rarely observed:</b>	This student rarely meets expectations.
<b>4 = Exceeding Standard:</b>	<ul style="list-style-type: none"> <li>Exceeds expectations for grade level standard</li> <li>Demonstrates high level of knowledge and understanding</li> <li>Applies learning to other subject areas and life situations</li> </ul>
<b>3 = Meeting Standard:</b>	<ul style="list-style-type: none"> <li>Meets expectations for grade level standard</li> <li>Demonstrates knowledge and understanding</li> <li>Applies learning to content areas</li> </ul>
<b>2 = Approaching Standard:</b>	<ul style="list-style-type: none"> <li>Approaches expectations for grade level standard</li> <li>Demonstrates some knowledge and understanding</li> </ul>
<b>1 = Below Standard:</b>	<ul style="list-style-type: none"> <li>Not meeting expectations for grade level standard</li> <li>Incomplete data from student</li> </ul>
<b>NE = Not Evaluated at this time      M = Modified</b>	

### Work Habits, Study and Social Skills – *Behaviors that Promote Learning*

- Cooperates and interacts positively with others
- Participates appropriately
- Shows respect for property
- Chooses appropriate times to interact with peers
- Follows directions (written and oral)
- Is prepared with materials and ready to work
- Meets homework requirements
- Organizes workspace and materials
- Makes productive use of class time
- Works independently
- Produces quality work
- Writes legibly

# Reading Standards

## English Language Arts

### Reading *Literature*

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#### Key Ideas and Details

With prompting and support:

- Ask and answer questions about key details in a text.
- Retell familiar stories, including key details.
- Identify characters, settings, and major events in a story.

#### Craft and Structure

- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems).
- 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

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).
- Compare and contrast the adventures and experiences of characters in familiar stories.

#### Range of Reading and Level of Text Complexity

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

### Reading *Informational Text*

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#### Key Ideas and Details

With prompting and support:

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### Craft and Structure

With prompting and support:

- Ask and answer questions about unknown words in a text.
- Identify the front cover, back cover, and title page of a book.
- 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

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).
- Identify the reasons an author gives to support points in a text.
- 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

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

# Reading Standards

## English Language Arts

### Reading

#### Foundational Skills

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##### Print Concepts

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

##### Phonological Awareness

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - Recognize and produce rhyming words.
  - Count, pronounce, blend, and segment syllables in spoken words.
  - Blend and segment onsets and rimes of single-syllable spoken words.
  - 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/.)
  - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

##### Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
  - 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.
  - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
  - Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
  - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

##### Fluency

- Read emergent-reader texts with purpose and understanding.

# Writing Standards

## English Language Arts

### Writing

#### *Opinion Structure*

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- States or shows what the topic is using words or pictures.

### Writing

#### *Opinion Elaboration*

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- States or shows an opinion or preferences about the topic using a combination of words and pictures.

### Writing

#### *Informative/Explanatory Structure*

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- Uses a combination of drawing, dictating and writing to name what they are writing about.

### Writing

#### *Informative/Explanatory Elaboration*

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- Supply some information about the topic.

### Writing

#### *Narrative Structure*

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- Tells about an event in the order in which it occurs.

### Writing

#### *Narrative Elaboration*

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- Narrates or shows a single event or several loosely linked events.
- Provides a reaction to the narrated events (e.g. makes an observation to give a description).

# Speaking and Listening Standards

## English Language Arts

### Speaking and Listening

#### Comprehension and Collaboration

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- Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
  - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - Continue a conversation through multiple exchanges.
- 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.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

#### Presentation of Knowledge and Ideas

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

# Language Standards

## English Language Arts

### Language Standards

#### Conventions of Standard English

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- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Print many upper- and lowercase letters.
  - Use frequently occurring nouns and verbs.
  - Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
  - Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
  - Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
  - Produce and expand complete sentences in shared language activities.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Capitalize the first word in a sentence and the pronoun *I*.
  - Recognize and name end punctuation.
  - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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# Language Standards

## English Language Arts

### Language Standards

#### Knowledge of Language

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(L.K.3 begins in grade 2)

### Language Standards

#### Vocabulary Acquisition and Use

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

# Mathematics Standards

### Math

#### Counting & Cardinality

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##### Know number names and the count sequence

- Count to 100 by ones and by tens.
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- 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

- Understand the relationship between numbers and quantities; connect counting to cardinality.
  - 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.
  - 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.
  - Understand that each successive number name refers to a quantity that is one larger.
- 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.

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# Mathematics Standards

## Compare numbers

- 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.
- Compare two numbers between 1 and 10 presented as written numerals.

## Math

### *Operations and Algebraic Thinking*

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

- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- 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  $5 = 4 + 1$ ).
- 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.
- Fluently add and subtract within 5.

## Math

### *Number & Operations in Base Ten*

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#### **Work with numbers 11-19 to gain foundations for place value**

- 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 (such as  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

## Math

### *Measurement and Data*

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#### **Describe and compare measurable attributes**

- Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- 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**

- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

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# Mathematics Standards

## Math

### Geometry

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#### Identify and describe shapes

- 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*.
- Correctly name shapes regardless of their orientations or overall size.
- Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

#### Analyze, compare, create, and compose shapes

- 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).
- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

# Science Standards

## Science

### Performance Expectations

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Performance expectations include:

#### Forces and Interactions: Pushes and Pulls:

[www.nextgenscience.org/topic-arrangement/kforces-and-interactions-pushes-and-pulls](http://www.nextgenscience.org/topic-arrangement/kforces-and-interactions-pushes-and-pulls)

#### Interdependent Relationships in Ecosystems- Animals, Plants, and Their Environment:

[www.nextgenscience.org/topic-arrangement/kinterdependent-relationships-ecosystems-animals-plants-and-their-environment](http://www.nextgenscience.org/topic-arrangement/kinterdependent-relationships-ecosystems-animals-plants-and-their-environment)

#### Weather and Climate:

[www.nextgenscience.org/topic-arrangement/kweather-and-climate](http://www.nextgenscience.org/topic-arrangement/kweather-and-climate)

#### K-2 Engineering Design:

[www.nextgenscience.org/topic-arrangement/k-2engineering-design](http://www.nextgenscience.org/topic-arrangement/k-2engineering-design)

# Social Studies Standards

## Social Studies

### *Concepts*

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#### **Self (near and far; now and then)**

In kindergarten, students begin their investigation of the world using perspectives, concepts, and skills from the social studies.

The context for social studies learning in kindergarten is the student's interaction with classroom and school. The classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. They begin to learn the basic concepts of fairness and respect for the rights and opinions of others.

# Elementary World Language Program

## Spanish

### *Learner Engagement*

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Student exhibits responsible personal and social behavior that respects self and others in the Spanish classroom.

- Student interaction with teacher and peers.
- Positive attitude.
- Adhering to classroom expectations.
- Active participation.