

ACHIEVEMENT LEVELS

A = AT OR ABOVE - No assistance is needed, student independently demonstrates understanding.

Trimester 1 & 2: Student is expected to meet the standards if the present level of excellent performance continues.

Trimester 3: Student consistently demonstrates excellent achievement of the standards. Student shows an in-depth knowledge of the concepts and skills included in the Common Core State Standards. Student makes insightful connection to other ideas and concepts. Student grasps, applies and extends the key concepts and skills.

M = MINIMAL ASSISTANCE IS NEEDED

Trimester 1 & 2: Student is expected to meet the standards if the present level of acceptable performance continues.

Trimester 3: Student demonstrates acceptable achievement of the standards. Student shows a solid knowledge of the concepts and skills included in the Common Core State Standards. Student uses appropriate strategies to solve problems. Student grasps and applies key concepts and skills.

P = PROGRESSING: NEEDS ASSISTANCE

Trimester 1 & 2: Student is expected to meet the standards if the present level of performance consistently improves.

Trimester 3: Student demonstrates minimal achievement of the standards. Student shows partial understanding of the concepts and skills included in the Common Core State Standards. Student is beginning to demonstrate, grasp and apply an understanding of the concepts and skills.

N = NEEDS IMPROVEMENT

Trimester 1 & 2: Student is NOT expected to meet the standards unless the level of performance dramatically improves.

Trimester 3: Student demonstrates an extremely limited or unacceptable achievement of the standards. Student needs additional learning opportunities to achieve an increased understanding of the concepts and skills. Student has difficulty grasping, applying key concepts and skills.

X = NOT YET COVERED**WORK HABITS**

C = CONSISTENTLY

MT = MOST OF THE TIME

S = SOMETIMES

R = RARELY

ENGLISH LANGUAGE ARTS

COMMON CORE STATE STANDARDS

Foundational Skills for Reading

Knows Concepts About Print: In Kindergarten, readers learn to follow the print from left to right and top to bottom as well as matching what they say to the print on the page.

Phonological Awareness: Students learn to recognize and produce rhyming words (cat-hat), to blend together and break apart words into syllables and individual sounds (/c/-/a/-/t/ says *cat*), and that when sounds change, new words are formed (cat-change the /c/ to /h/= hat).

Names Upper and Lowercase Letters: Students know and can name all letters of the alphabet when they see them.

Matches Sounds to Letters: Kindergarten students are expected to know the most common sound for each consonant and the short and long vowel sounds (as in can, cane, let, feet, kit, kite, not, note, us, use).

Reads High-Frequency Words: (e.g., the, go, here, see, for)

Sounds Out Simple Words: In Kindergarten, students learn to sound out simple CVC words (e.g., cat, cut) and learn that as letters of words change, so do the words. This skill requires them to apply knowledge of sounds and then blend those sounds together to form a recognizable word.

Reading Comprehension

Retells, Including Characters, Setting, & Important Events: Kindergarten students learn how to retell familiar stories. With prompting from the teacher, they include important key details, such as character's names, the setting, the problem, and the solution.

Compares Stories and Story Elements: With help, students compare and contrast two stories or characters or even parts of stories and talk about how the two are the same or different.

Asks and Answers Questions about a Text: Students learn to talk about both stories and informational nonfiction text. They learn to respond to specific questions about the text, and, with support, learn to ask questions about that text as well.

Identifies the Main Topic and Important Details in Nonfiction Text: Kindergarten students identify the topic and supply details from an informational text. Information may come from both the text and the pictures.

Compares Information About a Topic: With help, students compare and contrast information about a topic, including which details and ideas are the same and which are different.

Writing

Writing: Kindergarten students draw, tell, and write opinions about favorite things, information and how-to pieces, and narrative stories about personal experiences.

Uses Details to Describe or Explain: Students may orally add description that helps to explain ideas, events, and experiences. They may also add those details into their writing.

Capitalization and Punctuation: Students are expected to write their own name with a capital letter at the beginning and all lowercase letters thereafter. In addition, they learn to capitalize the first letter of every sentence as well as the word *I*. They add ending punctuation to each sentence.

Prints Letters Correctly: Kindergarten students need to both name letters and form them correctly as formation is an important awareness of how letters look and how small differences are important (e.g., the only difference between an “n” and an “h” is the height of the stick).

Uses Phonetically Spelled Words When Writing: Kindergarten students learn to stretch words and write the sounds they hear in order (e.g., *said* may be written as *sed*, *was* as *wuz*).

Language

Uses Correct Grammar When Speaking: In Kindergarten, students learn to use question words, to correctly use plurals (dog/dogs), to match a few simple nouns and verbs (he goes, not he go), and to use a few common prepositions (e.g., on, off, by, with).

Uses Learned Vocabulary: Students learn new words across the day in all subjects and are expected to use those new words when talking with others.

Speaking and Listening

Participates in Conversations of Multiple Exchanges: Students learn how to discuss a variety of topics with others by not only sharing ideas but also responding to others’ ideas in a conversation.

MATHEMATICS

COMMON CORE STATE STANDARDS

Kindergarten students learn to count to 100 and write numbers to 20. Teachers introduce numbers 11-20, emphasizing “a ten and some ones” as a foundation for place value understanding. Beginning addition and subtraction starts in kindergarten. Students sort and classify groups of objects (by color, shape, size and other attributes) and identify and compose basic shapes.

Here are some of the typical mathematical questions /tasks kindergartners work on in class. These are also great for asking/doing at home.

Counting and Cardinality

Count the squares [or circles, or hexagons, or triangles]. Write the number.

Look at these two groups of bears. Which is less [or more]? Look at these two numbers. Which is more [or less]?

Which two pictures show equal numbers of stars? Count to 50 [or 30, or 100], starting at one.

Count out 17 buttons [shells, blocks, pencils]. Count up, starting at 25.

Operations and Algebraic Thinking

Write a number sentence to match the ten-frame [for example, $6 + 4 = 10$]

Use your cubes to solve: Eight bugs were on a leaf. Five flew away. How many were left?

Use some red and some blue cubes to make 5. Now make 5 a different way. Tell me an addition [subtraction] story that matches the picture.

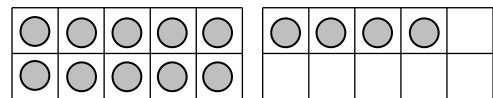
Make up a story about ladybugs using this number sentence: $3 + 4 = 7$.

Number and Operations in Base Ten

Count the objects in the ten-frames. Write the number.

Count to 100 by tens. Show me 16 cubes using your ten-frames.

Two ten-frames showing 14 objects



Measurement and Data

Sort these objects by shape [or size, or color, or pattern].

Count the number in each group. Which group has the most [or fewest]?

Which [of these two objects] is taller [or heavier]?

Which of these [cups, buckets, or tubs] holds more?

Geometry

Point to the shape that is above [next to, below] the kitten.

Draw a rectangle [or circle, triangle or square].

How are these two shapes alike/different? (Example: two different-sized squares.)

Use these two triangles to exactly cover this square.

