



Reporting Student Progress

Kindergarten



A Message to Parents/Guardians:

Libertyville School District 70 teachers of students in kindergarten-5 utilize a standards-based report card. Standards describe what a student should know and be able to do at each grade level in all subjects, and in behavioral characteristics and work habits that support learning. We refer to those as “Characteristics of Successful Learning.”

The report card is designed to give you more information with regard to how your child is progressing in meeting those standards. Identifying standards allow teachers and students to set learning goals and measure progress from the beginning of the school year to the end. The report card was also designed to provide consistency from grade to grade and across teachers within a grade.

We hope you find this handbook helpful in understanding standards-based reporting and supporting your efforts to have meaningful conversations with your child and child’s teacher regarding progress and success at school.

Kindergarten

Kindergarten Report Card

Goal of student reporting.

Student Attendance Information.

| Libertyville District 70 | | Student Report Card | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------|---------------------|----|
| Student Information | | School Information | | |
| Student Name | | School | Elementary School | |
| Academic Year | 2013-2014 | Address | 1441 W. Lake Street | |
| Grade | K | Teacher | | |
| Libertyville District 70 has established grade level learning objectives based upon state and national standards. The purpose of this report card is to communicate student progress towards achieving these established learning objectives. | | Attendance | T1 | T2 |
| | | Absent | 59 | 58 |
| | | Tardy | 0 | 0 |

Report Cards Legend for Academic Standards

E (Extends): Student demonstrates application and/or understanding that extends beyond what was taught in class.
M (Meets): Student demonstrates application and understanding of the concepts and/or skills taught in class.
A (Approaching): Student demonstrates partial understanding of the concepts and/or skills taught in class.
B (Below): Student demonstrates partial understanding, with assistance, of the concepts and/or skills taught in class.
. (Not assessed at this time)

| Reading/Language Arts | NOV | MAR | JUN |
|------------------------------------------------------------------------|-----|-----|-----|
| Literature | | | |
| Retells a story naming characters and two events. | | | |
| Compares the experiences of characters in familiar stories. | | | |
| Retells a story by naming title, characters, setting and events. | | | |
| Informational Text | | | |
| With support, identifies main topic. | | | |
| With support, identifies main topic and two key details. | | | |
| With support, identifies main topic and retells key details. | | | |
| Print Concepts | | | |
| Follows words left to right, top to bottom, page by page. | | | |
| Recognizes and names all uppercase and lowercase letters. | | | |
| Understands organization and basic features of print. | | | |
| Phonological Awareness | | | |
| Recognizes and produces rhyming words and counts syllables. | | | |
| Isolates and pronounces beginning, middle and ending sounds. | | | |
| Understands relationships between sounds, syllables, and words. | | | |
| Phonics and Word Recognition | | | |
| Names and reads introduced consonant sounds and sight words. | | | |
| Names and reads consonant and vowel sounds and introduced sight words. | | | |
| Knows and applies phonics and word analysis skills in decoding words. | | | |
| Speaking and Listening | | | |
| Shares and evaluates ideas and feelings while staying on topic. | | | |
| Writing | | | |
| Draws and labels a picture on topic. | | | |
| Writes a sentence and draws a picture on topic. | | | |
| Writes two to three detailed sentences on topic. | | | |
| Language | | | |
| Writes phonetically using two appropriate consonant sounds. | | | |
| Writes phonetically using introduced conventions. | | | |
| Utilizes conventions of capitalization, punctuation, and spelling. | | | |
| Vocabulary | | | |
| Sorts objects into appropriate categories. | | | |
| Names opposite words. | | | |
| Writes and speaks using new words and phrases. | | | |

Performance descriptors.

Progress toward meeting grade level standards.

| Social Studies | NOV | MAR | JUN |
|-----------------------------------------------------------------------|-----|-----|-----|
| Identifies the role of community helpers and their place of work. | | | |
| Compares people, cultures, and traditions. | | | |
| Communicates address including city, state, country and phone number. | | | |

Kindergarten

| Mathematics | NOV | MAR | JUN |
|------------------------------------------------------------------------|-----|-----|-----|
| Numbers and Operations | | | |
| Uses Base-10 blocks for place value. | | | |
| Uses Base-10 blocks for place value using 10's and 1's. | | | |
| Uses Base-10 blocks to make a number bigger than 20. | | | |
| Operations and Algebraic Thinking | | | |
| Adds numbers up to 10 using objects and fluently adds numbers up to 5. | | | |
| Adds and subtracts numbers to and from ten. | | | |
| Measurement and Data | | | |
| Analyzes and interprets data from graphs. | | | |
| Measures and compares lengths of objects. | | | |
| Measures and compares lengths, weights and attributes of objects. | | | |
| Geometry | | | |
| Names circle, square, triangle, rectangle and hexagon. | | | |
| Sorts 2-D and 3-D shapes and uses objects to make 2-D shapes. | | | |
| Names 3-D shapes. Uses simple shapes to make and name larger shapes. | | | |
| Counting and Cardinality | | | |
| Orally counts to 50. Identifies and compares random numbers to 10. | | | |
| Counts to 75. Writes and identifies numbers to 15. | | | |
| Counts to 100 by 1s and 10s. Writes and identifies numbers to 20. | | | |

| Science | NOV | MAR | JUN |
|---------------------------------------------------------------------|-----|-----|-----|
| Life Science | | | |
| Understands the concept of living / non-living and life cycles. | | | |
| Describes stages of a life cycle. | | | |
| Compares land and water animals. | | | |
| Earth Science (2nd Only) | | | |
| Identifies and describes changes related to night, day and seasons. | | | |
| Physical Science (3rd trimester) | | | |
| Identifies and illustrates objects that produce heat and light. | | | |

Progress toward meeting grade level standards.

Half Day K

| Physical Education | NOV | MAR | JUN |
|-----------------------------------------------------------------------|-----|-----|-----|
| Understands the concepts and skills of Physical Education | | | |
| Fine Arts | NOV | MAR | JUN |
| Participates in creative art activities using a variety of materials. | | | |

Full Day K

| Physical Education | NOV | MAR | JUN |
|-----------------------------------------------------------|-----|-----|-----|
| Understands the concepts and skills of Physical Education | | | |
| Fine Arts | NOV | MAR | JUN |
| Understands concepts of art. | | | |
| Understands concepts of music. | | | |
| Arts | NOV | MAR | JUN |
| Listens, follows directions and participates. | | | |
| Cooperates with others. | | | |
| Music | NOV | MAR | JUN |
| Listens, follows directions and participates. | | | |
| Cooperates with others. | | | |

Kindergarten

| Report Cards Legend for Characteristics of Successful Learners | | | |
|----------------------------------------------------------------|-----|------------------------------------------------|-----|
| M (Meets): Meets grade level expectations | | G (Goal): Identified as a goal for improvement | |
| Characteristics of Successful Learners: Academics | NOV | MAR | JUN |
| Comes to school prepared | | | |
| Demonstrates respect | | | |
| Manages emotions and behaviors | | | |
| Cooperates with others | | | |
| Follows directions | | | |
| Listens and participates | | | |
| Works independently | | | |
| Manages time | | | |
| Produces quality work | | | |
| Seeks assistance when appropriate | | | |
| Applies problem-solving skills | | | |
| Displays organizational skills | | | |
| Uses materials appropriately | | | |
| Seeks and /or accepts challenges | | | |
| Characteristics of Successful Learners: Physical Education | NOV | MAR | JUN |
| Listens, follows directions and participates | | | |
| Cooperates with others | | | |
| Characteristics of Successful Learners: Fine Art | NOV | MAR | JUN |
| Participates in musical activities. | | | |
| Cooperates with others | | | |

Behaviors
and work
habits that
support
learning.

Reporting Student Progress for Academics

In Libertyville School District 70, report cards are issued three times a year. If a child is having difficulty meeting established learning standards, a progress report may also be sent home mid-trimester indicating areas in which he or she is experiencing difficulty.

The following performance descriptors are used to indicate a student's progress in meeting academic learning standards.

Extends

The student consistently demonstrates an understanding and application of skills and concepts beyond what was taught in class. The student may benefit from work that is differentiated or of greater rigor.

Meets

The student demonstrates consistent understanding and application of skills and concepts taught in class. The

student is consistently on target for meeting established grade level learning standards.

Approaching

The student partially demonstrates understanding and application of skills and concepts taught in class. The student may require more exposure or practice to fully demonstrate consistent understanding and application. A mark of approaching often occurs when a new concept or skill is introduced.

Below

The student consistently requires assistance to demonstrate understanding and/or application of skills and concepts taught in class. The student may benefit from work that is adapted or from differentiated instruction in order to demonstrate better understanding or application of skills and concepts.

Reporting Student Progress for Behaviors and Work Habits

Teachers also report on behavior and work habits that contribute to, or impact learning. These are called "Characteristics of Successful Learners". The following performance descriptors are used to indicate a student's progress in meeting these standards.

Meets

The student meets grade level expectations.

Goal for Improvement

The student is not meeting grade level expectations and this behavior or work habit has been identified as a goal.

Kindergarten

Discussing Student Progress

Some parents, having grown up with letter grades, may at first struggle with discussing academic progress and a standards-based report card with their child. It is helpful to understand that teachers routinely discuss learning standards with students in the classroom and may refer to those standards as “I can” statements. When teaching a lesson or introducing an activity, teachers will identify the targeted standard (ie. “Our goal for this unit is to add double-digit numbers so by the end, you should be able to say, I can add double-digit numbers.”)

When prompted, students should be able to discuss with their parent(s), what their learning goals for the day were, goals or standards they have

met, and goals or standards they are working to meet. They should also be able to discuss what they need to do in order to be able to meet a goal (ie. pay attention to the end marks of sentences to read more fluently).

When a skill or concept is first introduced, it is common that a student may not be able to fully demonstrate understanding or apply that knowledge. It is not unacceptable or unexpected for a student to receive a mark of “Approaching” on work based upon newly introduced skills or concepts. While that is part of the learning process, the goal over time, is for that student to “Meet” that grade-level learning standard.

Parent-Teacher Conferences

Parent-teacher conferences are just one way to develop a strong school-home relationship. Parent-teacher conferences are held mid-way through the first trimester, typically in October, and again mid-way through the second trimester, typically in February. Parent-teacher conferences are a wonderful opportunity to discuss your child’s progress and learn more about your child’s school experience. During this

time, the teacher will share examples of your child’s work, discuss his or her progress in meeting standards or learning goals, and answer any questions you might have. The teacher also will suggest ways to support your child at home. Don’t hesitate to contact your child’s teacher if you have specific topics you would like to discuss during a conference.

Subject Area Standards

The following pages contain skills and concepts within learning standards that students should know and be able to do by the end of kindergarten. The learning standards are aligned with the Illinois Learning Standards and the Common Core Standards for English/language arts and mathematics.

Reading/Language Arts Learning Standards

Literature

Retell a story including naming the characters and where the story happens.

Tell what authors and illustrators do.

Raise my hand to talk about a book we read.

Informational Text

Talk about a nonfiction book with details.

Name the parts of a book (front cover, back cover, title page).

Raise my hand to talk about a nonfiction book.

Foundational Skills

Read words in the right order. (left to right, top to bottom, page to page).

Point out a word in a book.

Name all uppercase letters.

Name all lowercase letters.

Make and recognize rhyming words.

Count and name syllables.

Put sounds together to make a word.

Name the beginning sound in a word.

Name the middle sound in a word.

Kindergarten

Name the ending sound in a word.

Read words by making letter sounds.

Make both sounds for each vowel.

Read sight words.

Read a Kindergarten book.

Speaking & Listening

Wait my turn when talking with others.

Ask for help when I don't understand something.

Talk about people, places, and things with details.

Use pictures to add details to my thoughts.

Talk about my feelings and ideas.

Writing

Write and draw about things I like or dislike.

Write and draw about things I know.

Write a story in order.

With help, I can add details to make my writing better.

Read and listen to many books about the same thing and share my opinion about them.

Language

Make uppercase letters.

Make lowercase letters.

Use complete sentences.

Capitalize the first word in a sentence.

Tell what a period is and where it goes in a sentence.

Kindergarten

Tell what a question mark is and where it goes in a sentence.

Spell using the sounds I hear in a word.

Sort objects into categories (e.g. shapes, foods).

Recognize opposites.

Act out action words.

Repeat and use new words I learn.

Mathematics Learning Standards

Counting & Cardinality

Count to 100 by ones and tens.

Count on from a number other than one.

Write numbers 0 to 20 to tell how many.

Count objects by touching each one once.

Tell how many by saying the last number counted.

Tell one more or one less than the number of objects I count.

Count a group of objects up to 20 no matter how they are laid out.

Compare objects in two groups and say which is more, less, or equal.

Compare two written numbers between 1 and 10.

Operations & Algebraic Thinking

Add and subtract numbers and tell how I found my answer.

Solve word problems by adding and subtracting.

Group numbers in different pairs and write the equations.

Add two numbers to make 10 using objects or pictures.

Subtract numbers from 10 using objects or pictures.

Kindergarten

Say my math facts that equal 5.

Numbers & Operations: Fractions

Not assessed in kindergarten.

Numbers & Operations: Base Ten

Use tens and ones to describe teen numbers (11-19)

Measurement & Data

Measure an object using both length and weight.

Compare two objects and say which is more or less.

Sort objects into groups and count how many is in each group.

Geometry

Find and name shapes around me.

Use words like “above,” “below,” “in front,” “behind,” to show where objects are.

Name shapes. (2-dimensional and 3-dimensional)

Sort “flat” shapes (2-D) and solid shapes (3-D shapes).

Say how shapes are alike and different.

Build and draw shapes.

Combine shapes to make bigger, different shapes.

Social Science Learning Standards

Political Systems

Tell what it means to be a good citizen.

Economics

Identify the jobs of community workers.

Kindergarten

History

Compare and contrast two historical figures.

Geography

Identify water, land and the United States on a map.

Social Systems

Explain how people are the same and different.

Science Learning Standards

Life Sciences

Identify living and nonliving things.

Sequence the life cycles of living things.

Tell where plants and animals live.

Earth Sciences

Identify weather and seasons.

Physical Sciences

Tell what gives us heat and light.

Space and Technology

Tell what is in a day sky and a night sky.