



Kindergarten Standards-Based Report Card



Information for Parents Overview/Explanation

Every child grows and develops through stages at his/her own rate. Children in the same grade may differ widely. However, there are expectations (standards) for students to have mastered by the end of each year. This pamphlet reflects expectations in each curriculum area. The bold print on this document reflects the statements on the report card. The bullet points provide further explanation and concrete examples of each report card statement. Each trimester your child's teacher is looking for evidence that your child has mastered these skills so they can report that information to you. When families and teachers work together as partners, our children have the best opportunity to learn and succeed in school.



The State of Illinois requires that students receive instruction and master learning standards at each grade level. Achievement and learning behaviors are reported separately. A standards-based report card uses numerical levels to indicate performance based on student work when it is compared to models that meet the standards.

4 = Exceeds standard

3 = Meets standard

2 = Does not yet meet standard

1 = Warning: Significantly below standard

NA = Standard not addressed this trimester

ACADEMIC READINESS AND ENGAGEMENT

- **Prepared**
 - Follows teacher's instructions.
 - Brings necessary materials.
- **Participates**
 - Engages in class activities, both individually and with others.
 - Asks and answers questions.
- **Collaborates**
 - Works in pairs or groups.
 - Shares responsibly and interacts respectfully.
 - Makes decisions with others through compromise.
 - Completes tasks with others.

LIFE READINESS

- **Respectful**
 - Recognizes and listens to different perspectives.
 - Can describe similarities and differences between self and others.
 - Is accepting of people who are different from oneself.
 - Makes positive choices when interacting with others.
- **Responsible**
 - Can solve conflicts peacefully with adult support.
 - Can explain how one's actions affect others.
 - Takes ownership of one's own actions.
 - Listens to direction.
- **Safe**
 - Can identify own emotions and responds appropriately.
 - Works well with other students.
 - Can explain the rules and understands their importance.

PLANNING INQUIRIES AND SOLVING PROBLEMS

Inquiry skills, science and engineering practices, and standards for mathematical practice.

- **Asking questions and making sense of problems:** Makes sense of problems, constructs compelling questions, and determine helpful types of sources.
 - **Inquiry Skill** - Creating Essential Questions: Create questions to help guide inquiry about a topic with guidance from adults and/or peers.
 - **Inquiry Skill** - Determining Helpful Sources: Explore facts from various sources that can be used to answer the developed questions.
- **Gathering sources and using evidence:** Gather sources to use as evidence in order to support claims.
 - **Inquiry Skill** - Gathering and Evaluating Sources: Gather information from one or two sources with guidance and support from adults and/or peers.
 - **Inquiry Skill** - Developing Claims and Using Evidence: Evaluate a source by distinguishing between fact and opinion.
- **Communicating conclusions and taking evidence-based action:** Make informed inferences, determines actions supported by evidence, and is able to critique the reasoning of others.
 - **Inquiry Skill** - Communicating Conclusions: Ask and answer questions about arguments and explanations.
 - **Inquiry Skill** - Taking Informed Action: Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.
- **Perseverance and growth mindset:** Demonstrates perseverance throughout the learning process, seeking assistance and guidance in the face of adversity.

READING LEVEL

Reading below grade-level (BLW), reading at grade level (AT), or reading above grade-level (ABV).

- Determined by student's benchmark on the spelling and word recognition assessment (Reading Horizon Discovery).
- Other Measures may include: Lexile or Fountas and Pinnell.

INTEGRATED LITERACY

CROSSCUTTING CONCEPTS: Analyze texts, multimedia, and first-hand experiences through the appropriate Crosscutting Concept in order to make predictions or to draw inferences.

• Trimester One

- **Structure and Function:** Describe how the way things are designed relate to what they do.
- **Stability and Change:** Recognizing that some things stay the same while others change, and that while some things change quickly, others may change slowly.

• Trimester Two

- **Systems and System Models:** Describe how several parts work together to make something larger function.
- **Patterns:** Look for ways that things are the same, how things repeat in predictable ways, or how things can be grouped together.

• Trimester Three

- **Scale, Proportion, and Quantity:** Recognize differences in size and amount between objects and the magnitude of the differences in size and amount.
- **Flows, Cycles, and Conservation:** Following an object, idea, or individual as it moves through a series of events noting the way it changes and the ways it remains the same.
- **Cause and Effect:** Identify relationships between events and explain why these relationships exist.

SCIENCE CONCEPTS: Understands the concepts of life, physical, and earth/space science, and their interconnectedness.

• Trimester One

- **Physical Science:** Explain that the sun makes things warm.
- **Earth and Space Science:** Explain that weather is the combination of these factors at a specific place and time.

- **Earth and Space Science:** Explain that weather conditions are measured in order to look at patterns.
- **Earth and Space Science:** Explain that certain types of severe weather are more likely to happen in certain areas.
- **Earth and Space Science:** Explain that attempts are made to forecast severe weather in advance so people can prepare.

• Trimester Two

- **Earth and Space Science:** Explain that plants and animals can cause the place they live to change.
- **Earth and Space Science:** Explain that living things need things to survive, and will live in places which have the things they need.

• Trimester Three

- **Life Science:** Explain that plants and animals need food. Animals need to eat things to get food. Plants need water and light.
- **Physical Science:** Explain that objects can be push with different strengths and in different directions.
- **Physical Science:** Explain that if a person pushes something it will move or stop moving.
- **Physical Science:** Explain that when one object runs into another, it will make the other object move or stop.
- **Physical Science:** Explain that the harder on object is pushed the faster it goes, or the quicker it stops.
- **Earth Science:** Explain that humans have caused things like pollution and animals to become endangered by doing things such as driving cars and heating our homes, but humans can reduce these impacts by making choices such as recycling.

SOCIAL SCIENCE CONCEPTS: Understands the concepts of civics, economics and financial literacy, geography, history, and their interconnectedness.

• Trimester 1

- **Civic and political institutions:** describe roles and responsibilities of people in authority.
- **Processes, rules, and laws:** explain the need for and purposes of rules in various settings, inside and outside of the school.
- **Human-environment interaction:** explain how weather, climate, and other environmental characteristics affect people's lives.

INTEGRATED LITERACY

SOCIAL SCIENCE CONCEPTS (CONTINUED):

• Trimester Two

- **Perspectives:** explain the significance of our national holidays and the heroism and achievements of the people associated with them.
- **Human population:** identify and explain how people and goods move from place to place.
- **Change, continuity, and context:** compare life in the past with life today.
- **Human-environment interaction:** explain how weather, climate, and other environmental characteristics affect people's lives.

• Trimester Three

- **Economic decision making:** explain that choices are made because of scarcity (i.e. because we cannot have everything that we want)

READING CONCEPTS: Reads, literature and informational, closely to determine key ideas and details in a variety of grade level texts.

With prompting and support:

- Asks and answers questions about key details in a text.
- Retells familiar stories, including key details.
- Identifies characters, settings, and major events in a story.
- Describes the connection between two individuals, events, ideas, or pieces of information in a text.

READING CONCEPTS: Uses knowledge of words to comprehend literature and informational texts.

- With prompting and support, 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 the story.
- Identifies the front cover, back cover, and title page of a book.
- Names the author and illustrator of an informational text and defines the role of each.

READING CONCEPTS: Integrates various print resources to make connections, comparisons, and understand literature and informational texts. 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).
- Compares and contrasts the adventures and experiences of characters in familiar stories.
- 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).
- Identifies the reasons an author gives to support points in a text.
- Identifies basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

FOUNDATIONAL LITERACY

In Kindergarten, students foundational literacy skills focus on the following criteria: Print concepts, phonological awareness, phonics and word recognition, and fluency.

- Print Concepts
 - 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.
- Phonological Awareness:
 - 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.¹ (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.

FOUNDATIONAL LITERACY (CONTINUED)

- Phonics and Word Recognition:
 - 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.
- Fluency
 - Reads emergent-reader texts with purpose and understanding.

WRITING

- Uses a combination of drawing, dictating, and writing to compose opinion pieces. Tells a reader the topic or the name of the book they are writing about and states an opinion or preference about the topic or book.
- Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts. Names what they are writing about and supplies some information about the topic.
- Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events. Tells about the events in the order in which they occurred, and provides a reaction to what happened.

Production of writing:

- With guidance and support from adults, responds to questions and suggestions from peers and adds details to strengthen writing as needed.
- With guidance and support from adults, explores a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participates in shared research and writing projects.
- With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.

Demonstrates use of standard English grammar when writing or speaking.

- Adds details to writing.
- Prints all upper and lowercase letters.
- Demonstrates command of punctuation, and spelling when writing.
- Demonstrates vocabulary acquisition and use.
- Speaks effectively for situations and audiences.
- Continues conversation through multiple exchanges.
- Follows group norms for discussions.
- Asks and answers questions.
- Describes familiar things.
- Clarifies information by asking questions.
- Responds to questions presented by teacher regarding read aloud books.

MATHEMATICS

In Kindergarten, student learning focuses on two critical areas:

- Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$.
- Students identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres.

MUSIC

Interprets, refines, and presents musical selections.

- Uses feedback to improve performance.
- Performs a variety of music with appropriate expression.

Creates and develops personal musical ideas.

- Creates music based on musical decisions.

MUSIC (CONTINUED)

Responds to music using a variety of strategies.

- Selects music based on personal preferences.
- Identifies the feelings being expressed in a piece of music.

Explores connections between music and the world.

- Explains how music connects to the world.
- Explains personal connections to music.
- Selects and shares music with peers.

VISUAL ARTS

Conceptualizes and generates artistic work.

- Experiments with materials and techniques.
- Creates artwork that represents personal experiences.
- Plans to make art through observation and investigation.
- Uses materials safely and correctly.

Explores and demonstrates the relationship between art and the world.

- Describes the relationship between art and life experiences.
- Identifies places or objects of personal significance.
- Creates artwork representing real-world places, objects, events, and experiences.

Applies criteria to analyze and interpret art.

- Uses art vocabulary to describe artwork.
- Uses art vocabulary to talk about personal artistic choices.

PHYSICAL EDUCATION

Demonstrates understanding of movement patterns and concepts.

- Demonstrates control for fundamental movement patterns and manipulative skills.
- Performs basic movement patterns at moderate to vigorous level during physical activity.
- Demonstrates understanding of spatial awareness.

Identifies and demonstrates health-enhancing activities and describes the effects of physical activity on the body.

- Identifies characteristics of health and skill related fitness.
- Participates in physical activity to increase fitness levels.
- Identifies and explains the effects of physical activity.
- Identifies and works to meet a realistic fitness goal.

Follows directions and demonstrates safe movement during activities and gameplay.

- Demonstrates safe movement and follows directions with teacher reinforcement.
- Works independently and collaboratively to complete a task.

