

## ***Advantages of a Standards-Based Report Card***

In addition to providing you and your student with greater detail about achievement and progress toward grade level standard, the standards-based report card has other advantages. A standards-based grading and reporting system will:

- Allow students more than one opportunity to show what they know, understand, and can do
- Make grading more clear and consistent
- Give feedback to students and parents so that students can work to improve their performance or redo an assignment
- Connect grading and reporting to district standards

**The ultimate goal of all achievement reporting is the improvement of the educational and developmental experiences of all children.** Our grading system will help our district accomplish this goal.

## ***Report Card Standards vs. Benchmark Assessments***

**Standard scores** represent a student's growth toward end-of-year standards and is based on a variety of daily assignments. **Benchmark assessment scores** represent a one time assessment score that does not necessarily show a student's complete progress towards end of year standard.

## ***Additional Content Standards***

Content Standards for Science, History-Social Science, Health, Physical Education, and Visual & Performing Arts can be found at the California Department of Education's website:

<http://www.cde.ca.gov/be/st/ss/>

Technology Literacy Standards can be found at the International Society for Technology in Education's website:

<http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETSforStudents2007.htm>

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## ***Kindergarten Standards for Grading and Reporting***



*“Preparing students of  
all ages and abilities  
to succeed in an  
ever-changing world”*

## ***Mathematics***

### **Number Sense**

**Students count numbers by ones to 30**  
**Students identify numbers to 30**  
**Students order numbers to 30**  
**Students count objects in real situations (1:1 correspondence)**

- Count, recognize, represent, name, and order a number of objects
- Students compare numbers to 30**
- Compare two or more sets of objects (up to ten objects in each group)
- Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other
- Know that the larger numbers describe sets with more objects in them than the smaller numbers have
- Students add and subtract using objects for numbers less than 10**
- Use concrete objects to determine the answers to addition and subtraction problems for two numbers that are each less than ten

### **Statistics and Probability**

**Students build graphs with common objects**

- Pose information questions; collect data; and record the results using objects, pictures, and picture graphs

### **Algebra and Functions**

**Students sort and classify objects (color, shape, size, etc.)**

- Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red)

**Students identify, describe and extend patterns (AB, ABB, etc.)**

- Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors

### **Geometry and Measurement**

**Students compare length of objects**

**Students compare the weight and capacity of objects**

- Compare the length, weight and capacity of objects by making direct comparisons with reference objects

**Students identify and describe shapes: triangle, square, circle, rectangle**

- Identify and describe common 2D objects (e.g. circle, triangle, square, rectangle)

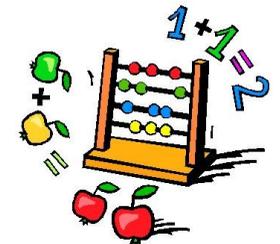
**Students use objects, pictures and/or numbers to represent mathematical thinking**

- Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow,...) and tools that measure time (e.g., clock, calendar)

### **Mathematical Communication**

**Students explain to others how to solve problems**

- Use tools and strategies, such as manipulatives or sketches, to model problems
- Explain the reasoning used with concrete objects and /or pictorial representations



# Language Arts

## Uses language to satisfy needs

- Uses newly learned vocabulary

## Carries on conversation in work and play

- Recognizes and uses complete and coherent sentences when speaking

## Participates in singing, story telling, drama and poetry

- Recites short poems, rhymes and songs

## Shares ideas effectively in a group

- Gives reactions to books with back up reasoning
- Relates contributions to what others have said

## Listens when others speak

- Listens carefully to others

## Understands and follows one and two step oral directions

## Listens to and comprehends books read aloud daily

- Listens to one or two books read aloud daily
- Notices and shows interest in understanding unfamiliar words in texts that are read aloud using context clues to derive meaning

## Reads and understands grade level appropriate materials

- Chooses reading as a way to enjoy free time and asks for books to be read aloud.
- Rereads or reads along with a partner or adult, two to four familiar books daily
- Engages in reading and identifies a range of genres: literature, functional texts and informational texts
- Reads aloud unfamiliar Level B books fluently with 95% accuracy or better after being given a book introduction
- Reads for meaning
- Connects to life experiences the information in texts
- Creates artwork or a written response that shows comprehension of the story that was read
- Distinguishes fantasy from realistic text

## Retells familiar stories

- Retells familiar stories and identifies characters,

- setting and important events
- Re-enacts and retells stories, poems, plays and songs

## Plays with sounds and words (rhyming, etc.)

- Identifies and produces rhyming words

## Uses reading strategies

- Uses pictures and content to make predictions about story content
- Identifies the front cover, back cover and title page of a book
- Follows words from left to right and top to bottom on the printed page
- Knows that print contains the message
- Identifies letters, words, sentences
- Recognizes and names most upper and lower case letters
- Recognizes and says the common sounds of most letters
- Repeats two or three phonemes that are pronounced (/f, s, th/)
- Isolates initial consonants in single syllable words
- Begins to fully stretch sounds (/s/-/a/-/t/) by saying each sound aloud
- Matches most consonant and some vowel sounds to appropriate letters
- Understands that as letters of words change, so do the sounds

## Recognizes Grade level sight words

- Uses known words to track while following text with a finger
- Asks for help after attempting an unknown word

## Penmanship

- Writes upper and lower case letters independently
- Attends to form and spatial alignment

## Shares writing with others

- Makes an effort to reread his/her own writing and listens to that of others, showing attentiveness to meaning by asking for more information or giving a reaction



- Shares writing that may include gestures, drawings and/or intonations that support meaning

## Writes words using phonetic and/or standard spelling

- Produces writing that contains words that an adult (who is knowledgeable about spelling development and about the content of that child's piece of writing) can decipher
- Rereads his/her own text, with a match between what words he/she has written and spoken (tracking)
- Leaves space between words
- Controls for directionality (left to right, top to bottom)
- Represents word frequently with initial, middle and final sounds

## Writes words or phrases relating to a picture

- Uses whatever means possible to communicate and make meaning

- Names or labels objects and places

## Writes independently

- Writes daily
- Writes without resistance when given the time, place and materials

- Uses the syntax of oral language which makes the piece easy to read aloud

## Writes to inform others: informational writing

- Writes about a single event or several events loosely linked which the author may react to, comment on, evaluate, sum up or tie together
- Tells events as they move through time
- Gathers, collects and shares information about a topic using whatever means possible to communicate and make meaning
- Maintains a focus and stays on topic (informational)
- Tells someone what to do (i.e. give direction, send messages) using whatever means possible to communicate and make meaning

## Writes a story about self: narrative writing

- Generates topics and content for writing
- Produces writing that uses words from his/her speaking vocabulary, usually represented phonetically

## What are the Benchmark Assessments and What Do They Measure?

The Reading Performance Based Assessments are given to a student to assess reading readiness and track growth in reading. Early Literacy Behaviors, Letter Recognition and Word Writing are given until the standard is met for each assessment. When the standard is met (in Kindergarten or First or Second Grade) the "met standard" box will have a check and the assessment will not be given again. Independent Text Level will be tested every year Kindergarten through Fifth Grade.

### Early Literacy Behaviors

Students demonstrate that they can find specific words within a text and match the words they hear with words they read. Most students reach this standard by the end of Kindergarten.

### Letter Recognition

Students say the names of the uppercase and lowercase letters of the alphabet. Most students reach this standard by the end of Kindergarten.

### Word Writing

Students write all the words they know within ten minutes or less to demonstrate their word writing knowledge. A student may not reach the standard for this assessment until Second Grade.

### Independent Text Level

Students demonstrate the level at which they can read and understand a book independently. The teacher, parent and/or student can use the level as a guide for choosing "just-right" books for independent reading.

### Writing

Students demonstrate their ability to write well in response to a writing prompt. This benchmark is given every year, Kindergarten through Fifth Grade.

