



— A Family's Guide —

TO STANDARDS & REPORT CARDS

— Kindergarten —

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A Family's Guide to Standards and Report Cards

KINDERGARTEN



Working Together

To support families in realizing the goals of the Colorado Academic Standards, this document provides an overview of the learning expectations for kindergarten. This guide summarizes specific grade-level standards and indicators used for determining progress within each content area in Adams 12 Five Star Schools. The district provides this information as a tool to help families support each student's learning.

The Purpose of Standards

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure that students are successful in college, careers, and life. The standards define what students will learn in multiple content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

The Purpose of Report Cards

Adams 12 Five Star Schools' elementary report cards provide information about each student's progress toward meeting grade-level standards across four content areas: English Language Arts/Literacy, Mathematics, Science and Social Studies. Additional comments from the student's teachers may also be included. A report card is sent home at the end of each semester, in January and May. Please know that the report card is designed to describe a student's overall progress toward grade-level standards and expectations. A report card should not serve as the only communication between the school and parents. The Five Star District believes in the importance of maintaining open, ongoing communication with all parents and guardians. Families are strongly encouraged to communicate with teachers throughout the school year to ensure that there is a strong bond and partnership between home and school.

Kindergarten

English Language Arts/Literacy



The bold headings below summarize the broad areas of *English Language Arts/Literacy Standards* studied in kindergarten.

Reading Foundational Skills

The student demonstrates the ability to

- understand the organization and basic features of print
- understand spoken words, syllables, and sounds
- sound out and/or recognize grade-level words
- read emergent-reader texts with purpose and understanding

Reading

The student, with prompting and support, demonstrates the ability to

- comprehend and draw evidence from literary text
- comprehend and draw evidence from informational text
- ask and answer questions about key details
- use context to determine the meaning of words and phrases
- show understanding of the central idea in the text by referring to key details

Writing

The student demonstrates the ability to use a combination of drawing, dictating, and writing to

- name a topic
- provide some information about the topic
- with guidance and support from adults, recall information from experiences or gather information from provided sources

Speaking and Listening

The student demonstrates the ability to

- collaborate effectively with others, following agreed-upon rules
- continue a conversation through multiple exchanges

Language

The student demonstrates the ability to

- use grade-level conventions of Standard English
- use words and phrases acquired through conversations and texts

English Language Arts/Literacy Rubric

The rubric below provides a general description of a student's literacy proficiency in terms of the skills specified in the grade-level standards as demonstrated through a body of evidence. NOTE: Students must be able to BOTH read and comprehend a variety of grade-level literature and informational texts AND demonstrate appropriate literacy skills for each level descriptor.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
READING	READING	READING	READING
The student independently demonstrates the skills of reading standards with above grade-level texts. OR The student demonstrates the skills beyond grade-level reading standards with grade-level texts.	The student independently demonstrates the skills of reading standards with grade-level texts.	The student independently demonstrates the skills of reading standards with below grade-level texts. OR With support, the student demonstrates the skills of reading standards with grade-level texts.	The student demonstrates limited understanding of the skills of reading standards with below grade-level texts. OR With significant support, the student demonstrates limited understanding of the skills of reading standards with grade-level texts.
WRITING & LANGUAGE	WRITING & LANGUAGE	WRITING & LANGUAGE	WRITING & LANGUAGE
The student independently demonstrates the skills beyond grade-level writing and language standards.	The student independently demonstrates the skills of grade-level writing and language standards.	With support, the student demonstrates the skills of grade-level writing and language standards.	With significant support, the student demonstrates limited understanding of grade-level writing and language standards.

Kindergarten Mathematics

The bold headings below summarize the broad areas of *Mathematics Content Standards* studied in kindergarten. Mathematics content learning at all grade levels is embedded in *Standards for Mathematical Practice* that foster student expertise in problem solving, conceptual understanding, modeling the world using mathematics, and communication of mathematical reasoning.



Counting, Cardinality, and Numbers Base Ten

The student will

- know number names and the count sequence
- count to tell the number of objects
- compare numbers
- work with numbers 11-19 to gain foundations for place value

Operations and Algebraic Thinking

The student will

- understand addition as putting together and adding to
- understand subtraction as taking apart and taking from

Measurement and Data

The student will

- describe and compare measurable attributes
- classify objects and count the number of objects in each category

Geometry

The student will

- identify and describe shapes
- analyze, compare, create, and compose shapes

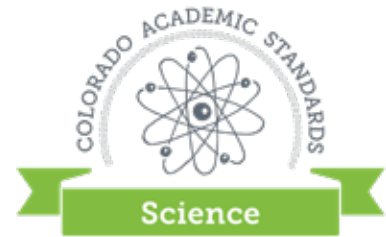
Mathematics Rubric

The rubric below provides a general description of student work with mathematics standards at four levels of proficiency. NOTE: Students must be able to BOTH demonstrate appropriate use of mathematical concepts and skills AND explain mathematical thinking for each proficiency level descriptor.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
<p>The student uses developmentally appropriate mathematical concepts and skills to solve unusual or extended response problems with limited errors.</p> <p style="text-align: center;">AND</p> <p>The student's explanations, and reasoning are complete, logical, and detailed.</p>	<p>The student uses appropriate mathematical concepts and skills to solve familiar problems with limited errors.</p> <p style="text-align: center;">AND</p> <p>The student's explanations and reasoning are complete and logical but lack details.</p>	<p>The student appears to understand some appropriate mathematical concepts and skills but is inconsistent in finding solutions.</p> <p style="text-align: center;">AND</p> <p>The student's explanations and reasoning are incomplete or lack logical flow.</p>	<p>The student appears not to understand appropriate mathematical concepts and skills and is unsuccessful in finding solutions.</p> <p style="text-align: center;">AND</p> <p>The student's explanations are absent or do not match process/solution.</p>

Kindergarten Science

The bold headings below summarize the three strands that comprise *Science Content Standards* in Kindergarten and *Science Practices* necessary for the advancement of science in our society. Skills critical to success in science include **observing, collecting, analyzing, and interpreting evidence.**



Life

The student demonstrates the ability to

- identify common needs of living things
- sort organisms based on observable characteristics and justify those categories

Physical

The student demonstrates the ability to

- describe the motion of a child who is playing
- describe how objects can be sorted using their physical properties and justify those categories

Earth

The student demonstrates the ability to

- prove the Sun provides heat and light to the Earth
- communicate what happens when the Sun's light and heat is blocked

Science Practices

The student demonstrates the ability to

- communicate scientific thinking orally and in writing using both words and visual representations (graphs, diagrams, pictures)
- ask questions to further understanding and determine which questions are testable
- plan and carry out a simple scientific investigation

Science Rubric

The rubric below provides a general description of student work with science standards at four levels of proficiency. NOTE: Students must be able to demonstrate BOTH skills AND conceptual understanding.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
The student consistently and independently applies standards-based skills and understanding of concepts to new or novel situations.	The student consistently and independently applies standards-based skills and understanding of concepts in familiar situations.	The student inconsistently applies standards-based skills and/or understanding of concepts in familiar situations.	The student demonstrates limited ability to apply standards-based skills and/or understanding of concepts.

Kindergarten Social Studies

The bold headings below summarize the broad areas of *Social Studies Content Standards* studied in kindergarten. Kindergarten social studies is an initial exploration of each of the social studies domains of history, geography, economics, and civics.



History

The student demonstrates the ability to

- ask questions about the past
- use ordinal words: past, present, future, next
- identify differences and similarities between self and others

Geography

The student demonstrates the ability to

- compare and contrast how people live around the world
- distinguish between a map and a globe
- give examples of food, clothing, and shelter and how they change in different environments

Economics

The student demonstrates the ability to

- give examples of ownership
- identify the difference between wants and needs
- give examples of spending income on wants vs. needs

Civics

The student demonstrates the ability to

- contribute to making and maintaining class community decisions
- give examples of the difference between democratic voting and decisions made by authorities
- give examples of qualities of a good citizen
- practice citizenship skills including courtesy, honesty, and fairness in working with others

Social Studies Rubric

The rubric below provides a general description of student work with social studies standards at four levels of proficiency. NOTE: Students must be able to BOTH demonstrate appropriate use of social studies concepts and skills AND apply the tools of a historian, geographer, economist, and political scientist.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
The student meets the above skills and content standards and is able to apply the information to new situations.	The student consistently and independently meets the above skills and demonstrates accurate content knowledge.	The student meets either mastery of the skill or content knowledge but not consistently or without support.	The student demonstrates limited understanding of the skills and content of the standard.

Kindergarten Visual Arts

The bold headings below summarize the broad areas of *Visual Art Content Standards* studied in Kindergarten. Kindergarten art is an introduction to creating art that communicates ideas, feelings, and emotions. The student will also begin to understand that art tells a story. The student will discuss, make connections, and respond to their own art and the art of others.



Observe and Learn to Comprehend

The student demonstrates the ability to

- identify how artists use visual art and design to communicate

Envision and Critique to Reflect

The student demonstrates the ability to

- notice and discuss what can be seen in a work of art

Invent and Discover to Create

The student demonstrates the ability to

- exploring and experimenting with materials to discover how they work in particular situations

Relate and Connect to Transfer

The student demonstrates the ability to

- recognize that artists and designers contribute and connect to their communities

Visual Arts Rubric

The rubric below provides a general description of student work with visual arts standards at four levels of proficiency. NOTE: The student must be able to BOTH demonstrate appropriate use of art concepts and skills AND apply the tools of an artist.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
The student meets the above skills and content standards and is able to apply the information to new situations.	The student consistently and independently meets the above skills and demonstrates accurate content knowledge.	The student meets either mastery of the skill or content knowledge but not consistently or without support.	The student demonstrates limited understanding of the skills and content of the standard.

Kindergarten Physical Education

The bold headings below summarize the broad areas of *Physical Education Standards* in Kindergarten. The primary goal in Kindergarten Physical Education is for students to begin basic locomotor and non-locomotor skills, learn basic health concepts and develop spatial awareness.



Movement Competence and Understanding

The student will

- demonstrate body and spatial awareness through movement; locate and move major parts of the body

Physical and Personal Wellness

The student will

- understand that physical activity increases the heart rate, making the heart stronger

Emotional and Social Wellness

The student will

- demonstrate respect for self, others, and equipment; demonstrate the ability to follow directions

Prevention and Risk Management

The student will

- apply safe practices, rules, and procedures

Physical Education Rubric

The rubric below provides a general description of student work with physical education standards at four levels of proficiency. NOTE: Students must be able to BOTH demonstrate appropriate use of physical education concepts and skills AND apply them to a healthy lifestyle.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
The student consistently demonstrates understanding of the movement skill or concept beyond the grade-level standard.	The student consistently demonstrates understanding of the movement skill or concept within the standard.	The student inconsistently demonstrates understanding of the movement skill or concept within the standard.	The student demonstrates limited understanding of the movement skill or concept within the standard.

Kindergarten Grade Music

The bold headings below summarize the broad areas of *Music Content Standards* studied in Kindergarten. Kindergarten music is dedicated to beginning singing technique, beginning rhythm, and focused listening. Note: Not all of the areas listed below will be assessed in both semesters.



Expression of Music

The student will be able to

- demonstrate the five voices (whisper, speak, shout, sing, audiate) through simple songs

Creation of Music

The student will be able to

- create music to add to stories or poems

Theory of Music

The student will be able to

- identify musical opposites (fast/slow, loud/quiet, high/low, long/short, smooth/choppy, voice/instruments) and respond to changes in music

Response to Music

The student will be able to

- react to music

Music Rubric

The rubric below provides a general description of students work with music standards at four levels of proficiency. NOTE: students must be able to BOTH demonstrate appropriate use of music concepts and skills AND apply the tools of a musician who performs, composes, and appreciatively listens.

4 ADVANCED UNDERSTANDING	3 MEETS THE STANDARD	2 APPROACHING	1 DOES NOT MEET
The student meets the above skills and content standards and is able to apply the information to new situations.	The student meets the above skills and demonstrates accurate content knowledge consistently and independently.	The student meets the above skills and demonstrates accurate content knowledge inconsistently or only with support.	The student demonstrates limited understanding of the skills and content of the standard.

