



Madison County Schools **2021-22 Kindergarten Report Card** **Parent Information Guide**

Parent(s) and/or Guardian(s),

Welcome to the Madison County School System! Below you will find an explanation of the grading scales and standards found on the kindergarten report card. You will receive a report card at the end of each nine week grading period. The standards being introduced and assessed will build as the year goes on. In addition to the report card being sent home once every nine weeks, you will also receive a progress report every mid-nine weeks. Each standard is aligned to the Alabama Course of Study. The Madison County Kindergarten Report Card is separated into three major sections: 1) ELA & Math, 2) Handwriting & Social Sciences, and 3) Social Emotional Learning & Behaviors. Each of these areas is detailed below to provide you with additional information regarding the performance scale used to evaluate student progress in learning, a brief description of each standard, as well as when the standard is assessed during the school year.

English Language Arts (ELA) & Mathematics

The **Language Arts** and **Mathematics** sections are assessed using the following scale:

4- Exceeds End of Grade Level Standard Mastery Criteria

(Student demonstrates mastery and understanding of the standard beyond what is expected by the end of Kindergarten. The student is performing on a first grade level or higher)

3- Meets End of Grade Level Standard Mastery Criteria

(Student demonstrates mastery of the end of year criteria for meeting this grade level standard)

2- Partially Meets End of Grade Level Standard

(Student is progressing in understanding, however, the skill is not yet fully mastered)

1- Does Not Meet End of Grade Level Standard

(Student is working at an entry level or below grade level expectations and needs continued support on this standard)

NT- Not Tested

(This standard has not yet been introduced or assessed)

English Language Arts (ELA)

All English Language Arts objectives will need to be met without teacher assistance and/or in accordance with the benchmark criteria outlined in the Alabama Literacy Act. (AL.L.A.) The Alabama Course of Study Standard Number and whether it is also a designated measure outlined within the Alabama Literacy Act (AL.L.A.) is located in parentheses following the standard title.

Print Concepts/Reading:

Understands that words in print are separated with spaces (RF.K. 1c)

The student will be able to apply this understanding to their own writing by separating words in a sentence with spacing. This skill will be assessed the 3rd and 4th nine weeks, through teacher observation of the student's class work and journal writing.

Name uppercase and lowercase letters (RF.K. 1d)

The student will correctly identify all upper and lowercase letters when shown a given letter. This skill will be assessed the 1st, 2nd, 3rd and 4th nine weeks. To meet standard = all letters

Fluently name all uppercase and lowercase letters (RF.K. 1d & AL.L.A.)

The student will rapidly and automatically name all upper and lower case letters in any order as measured on DIBELS and required by the Alabama Literacy Act (AL.L.A.) This skill will be assessed the 1st, 2nd, 3rd and 4th nine weeks. To meet standard = 42-56 letters per minute by the end of the school year

Phonological Awareness

Recognize rhyming words (RF.K. 2a)

The student will be able to recognize if two words do or do not rhyme. This skill will be assessed the 1st, 2nd, 3rd and 4th nine weeks.

Produce rhyming words (RF.K. 2a)

The student will be able to produce rhyming words. For example, when given “had” the student could say, “dad.” This skill will be assessed the 2nd, 3rd and 4th nine weeks.

Counts syllables in spoken words (RF.K. 2b)

The student will be able to tell how many syllables are in a given word. For example, the word “computer” has three syllables: com-pu-ter. This skill will be assessed the 1st, 2nd, 3rd and 4th nine weeks.

Blend onsets and rimes (RF.K. 2c)

The student can blend words broken up orally by onset and rime back into whole words. For example, the teacher says, /p/, /ig/ and the student puts them together and says “pig”. This skill will be assessed the 1st, 2nd, 3rd and 4th nine weeks.

Segment sounds in words (RF.K. 2d & AL.L.A.)

The student can break a word down into individual sounds. For example, when given the word “bat” the student would say, “/b/ /a/ /t/.” This skill will be assessed using DIBELS in accordance with the Alabama Literacy Act (AL.L.A.) and reported on the 1st, 2nd, 3rd and 4th nine weeks report card. To meet standard = 44-52 sounds per minute by the end of the school year.

Isolates and produce initial sounds (RF.K. 2d)

The student will be able to tell the initial sound in a word. For example, if given the word “pig”, the student should say /p/ for initial position (beginning/first sound). This skill will be assessed the 1st, 2nd, 3rd and 4th nine weeks.

Isolates and produce final sounds (RF.K. 2d)

The student will be able to tell the final sound in a word. For example, if given the word “pig”, the student should say /g/ for final position (ending/last sound). This skill will be assessed the 2nd, 3rd and 4th nine weeks.

Isolates and produce medial sounds (RF.K. 2d)

The student will be able to tell the medial sound in a word. For example, if given the word “pig”, the student should say /i/ for medial position (middle sound). This skill will be assessed the 3rd and 4th nine weeks.

Substitutes initial sounds (RF.K. 2e)

The student will be given a word and asked to change one sound in the word to make it a new word. For example, change the initial (first) sound in hat to /p/. The new word is “pat”.

Initial position will be assessed 2nd, 3rd and 4th nine weeks.

Phonics/Word Recognition

Produce most common sounds for letters (RF.K. 3a)

The student will correctly produce the most common consonant or vowel sound for a given letter or letters. This skill will be assessed the 2nd, 3rd and 4th nine weeks.

Produce correct letter sounds in words (RF.K. 3a & AL.L.A.)

The student will correctly produce the correct sounds for a given word as measured on DIBELS in accordance with the Alabama Literacy Act. For example, if the student is shown the word “dog” they would say /d/, /o/, /g/. This skill will be assessed throughout the school year and reported on the 1st, 2nd, 3rd and 4th nine weeks report card. To meet standard = 31-48 letter sounds in a minute by the end of the school year.

Blend letter sounds to read words (RF.K. 3a & AL.L.A.)

The student will correctly produce the correct sounds for a given word as measured on DIBELS in accordance with the Alabama Literacy Act. For example, if the student is shown the word “dog” they would say /d/, /o/, /g/ and blend those sounds into the word “dog”. This skill will be assessed throughout the school year and reported on the 1st, 2nd, 3rd and 4th nine weeks report card. To meet standard = 7-12 words blended in a minute by the end of the school year.

Word reading fluency: high frequency word (RF.K. 3c & AL.L.A.)

The student will be exposed to high frequency words throughout the school year. Students will be able to identify these words by sight, rapidly and automatically. This skill will be measured on DIBELS in accordance with the Alabama Literacy Act. This skill will be assessed throughout the school year and reported on the 1st, 2nd, 3rd and 4th nine weeks report card. To meet standard = 10-17 words read automatically in a minute by the end of the school year.

Fluency Standards

Reads grade level text (RF.K. 4)

The student will be able to read a text on kindergarten grade level with accuracy and fluency. This skill will be assessed 3rd and 4th nine weeks. To meet standard = 95% accuracy on a grade level reading passage

Writing and Language Standards

Uses a combination of drawing, dictating, and writing to tell a story (W.K. 1)

The student will use a combination of drawing, dictating, and writing to tell a story. This skill will be assessed the 3rd and 4th nine weeks, through teacher observation of student class work and journal writing.

Uses capitalization and ending punctuation (L.K. 2a)

The student will use beginning capitalization and ending punctuation (periods, and question marks) correctly when writing sentences. This skill will be assessed the 3rd and 4th nine weeks, through teacher observation of student class work and journal writing.

Writes letters for sounds given (L.K. 2c)

The student will be able to write the letter that represents the given sound; for example, if given the sound /b/ the student writes letter “b”. This skill will be assessed the 3rd and 4th nine weeks.

Spells simple words phonetically (L.K. 2d)

The student will spell words based on knowledge of letter sounds. This skill will be assessed the 3rd and 4th nine weeks, through teacher observation of student class work and journal writing.

Mathematics

All math objectives will need to be met without teacher assistance. All measures are aligned with the new Alabama Math Course of Study. The standard number is located in parentheses following the standard title.

Foundations of Counting

Counts to 100 by 1’s (K.FC. 1)

The student will be able to count to 100 without prompting from the teacher. Students will work on this throughout the school year. This skill will be assessed the 1st, 2nd, 3rd and 4th nine weeks. 3 = counting to 100 with no errors or support.

Counts to 100 by 10s (K.FC. 1)

The student will be able to count to 100 counting by 10s. The student will begin with 10 and count to 100 without prompting by the teacher. This skill will be assessed the 2nd, 3rd and 4th nine weeks.

Counts forward from any given number (K.FC. 2)

The student will be able to count to 100, counting by ones, beginning with any given number between 0 and 99. This skill will be assessed the 3rd and 4th nine weeks.

Write Numbers 0-20 (K.FC. 3)

The student will correctly form all numerals 0-20. This skill will be assessed the 1st, 2nd, 3rd and 4th nine weeks.
3 = Independently writing 0-20 in order without prompting or support.

Represent 0-20 with objects (K.FC. 3)

The student will represent the quantities of 0-20 when given a written numeral. This skill will be assessed the 1st, 2nd, 3rd and 4th nine weeks.

Count to answer “how many?” (K.FC. 5)

The student will be able to a)count a collection of up to 20 objects that is arranged in a line, rectangular array or circle, b)count using no more than 10 objects in a scattered configuration and c)draw the number of objects that matches any given numeral 0-20.This skill is assessed the 2nd, 3rd, and 4th nine weeks. 3 = being able to do each of these skills without prompting or support from the teacher.

Identify groups of objects as greater than, less than or equal to another group of objects (K.FC. 6)

The student will demonstrate the understanding of greater than, less than, or equal to when comparing two sets of objects and using the correct vocabulary to accurately identify each group. This skill will be assessed the 3rd and 4th nine weeks.

Compares two written numbers up to 10 (K.FC. 7)

The student will be able to compare two numbers using the vocabulary greater than, less than, or equal to. This skill will be assessed the 3rd and 4th nine weeks.

Operations and Algebraic Thinking

Solves addition word problems within 10 using objects/drawings (K.OAT. 9)

The student will be able to solve addition word problems within the sum of 10. The students will be allowed to use pictures or objects to solve the problems. This skill will be assessed the 2nd, 3rd and 4th nine weeks.

Solves subtraction word problems within 10 using objects/drawings (K.OAT. 9)

The student will be able to solve subtraction problems within the range of 10. The students will be allowed to use pictures or objects to solve the problems. This skill will be assessed the 3rd and 4th nine weeks.

Decompose numbers less than or equal to 10 into pairs in more than one way (K.OAT. 10)

The student will be able to break apart a number within 10 into pairs. (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). This skill will be assessed the 3rd and 4th nine weeks.

Use two numbers to make 10 (K.OAT. 11)

The student will be able to identify two numbers whose sum is 10. This skill will be assessed the 3rd and 4th nine weeks.

Fluently adds within 5 without objects (K.OAT. 12)

The student will be able to solve addition problems within the sum of 5. This skill will be assessed the 3rd and 4th nine weeks.

Fluently subtract within 5 without objects (K.OAT. 12)

The student will be able to solve subtraction problems within the range of 5. This skill will be assessed the 3rd and 4th nine weeks.

Patterns (K.OAT. 13)

The student will be able to duplicate and extend simple patterns. This skill will be assessed the 1st, 2nd, 3rd and 4th nine weeks.

Operations with Numbers

Compose and decompose numbers 11-19 using concrete objects (K.ON. 14)

The student will use concrete objects or drawings to demonstrate an understanding that these numbers are made up of one set of ten and more ones, laying the foundation for understanding place value. This skill will be assessed the 3rd and 4th nine weeks. (e.g. 13 is one group of tens and three ones)

Data Analysis

Classify and sort objects into a given category (K.DA. 15)

The student will be able to classify objects into given categories, count the objects in each category using Venn Diagrams, pictographs, and yes-no charts using real objects and pictorial representations. This skill will be assessed the 1st, 2nd, 3rd and 4th nine weeks.

Measurement

Compare measurable attributes of objects (K.MD. 16)

The student will compare two objects with a measurable attribute and describe them using terms such as longer, shorter, taller, heavier, or lighter. This skill will be assessed the 2nd, 3rd and 4th nine weeks.

Geometry

Identifies positional words (K.G. 18)

When given a shape manipulative, the student will correctly name the shape and place the object in the given position, (above, below, beside, in front of, behind and next to). This skill will be assessed the 1st, 2nd, 3rd and 4th nine weeks.

Identifies two-dimensional shapes (K.G. 19)

The student will be able to identify a two-dimensional shape and name it as a circle, rectangle, square, triangle, and hexagon regardless of size or positional placement. This skill will be assessed the 1st, 2nd, 3rd and 4th nine weeks.

Identifies three-dimensional shapes (K.G. 19)

The student will be able to identify a three-dimensional shape and name it as a cube, cone, cylinder, and sphere regardless of placement. This skill will be assessed the 2nd, 3rd and 4th nine weeks.

Describe and compare two-dimensional shapes (K.G. 21)

The student will also be able to describe how many sides and vertices (corners) the shape has. This skill will be assessed the 1st, 2nd, 3rd and 4th nine weeks.

Describe and compare three-dimensional shapes (K.G. 21)

The student will be able to describe the 3D shape by identifying the faces, vertices, edges, and if the shape can be stacked or rolled. This skill will be assessed the 2nd, 3rd and 4th nine weeks.

Handwriting & Social Sciences

The areas of **Handwriting**, **Social Studies**, **Science/Health** and **Technology** will be assessed using the following scale:

3=Satisfactory

2=Needs Improvement

1=Unsatisfactory

Handwriting

Fine-Motor Skills

The student will be able to use a writing tool that is correctly held between the tips of the thumb, index finger, and middle finger (versus a whole hand grasp); cuts pictures progressing from simple shapes to complex outlines; able to copy a sequence of letters or numbers correctly; and manipulate small objects within the hand. This skill will be assessed the 1st, 2nd, 3rd and 4th nine weeks.

Pencil Grip

The student will hold their pencil correctly using proper grip. This skill will be assessed the 1st, 2nd, 3rd and 4th nine weeks.

Letter Formation

The student will write letters correctly using proper formation based on explicit handwriting instruction. This skill will be assessed the 2nd, 3rd and 4th nine weeks.

Positions Letters on Lines

The student will position letters correctly on the lines. This skill will be assessed the 3rd and 4th nine weeks.

Social Sciences

The student will participate in various activities correctly in whole group, small group, and independently. Examples include, using pieces of technology correctly, participating in social studies, science, health, and physical education activities to the best of their ability. These skills will be assessed the 1st, 2nd, 3rd and 4th nine weeks.

Social Emotional Learning(SEL) & Behaviors: Habits for Success

The areas of **SEL & Behavioral Habits for Success** will each be assessed the 1st, 2nd, 3rd and 4th nine weeks using the following scale:

4=Always 3=Usually 2=Sometimes 1=Rarely

Accepts Responsibility

Students will take responsibility for their own actions, words and choices. For example, when they disobey or break a rule they admit they did it without blaming someone else or talking back to the teacher, arguing, rolling eyes, etc. When they make a mess, they clean it up. The student says “sorry” when appropriate.

Shows Respect to Self and Others

The student will have respect for all adults and peers within the school. This includes using school-appropriate language, gestures, and following directions. Being kind to others and honoring the property and space of those around them.

Listens Attentively

The student will display good listening behaviors such as quiet eye contact when being given directions, read a story, or talked to by others.

Classwork & Assignments

The student will be neat and careful when completing work within a timely manner. For example, taking time to cut correctly, coloring in the lines, writing in their best handwriting, etc.

Cooperates & Plays Well With Others

The student will get along with others (take turns, not be bossy, and share). Students should work without inappropriately disturbing their classmates by excessive talking or playing and participate in group activities.

Demonstrates Self-Control

The student will keep hands and feet to themselves. Use appropriate voice level for a given situation. Stay in designated areas of the building or classroom and choose appropriate behaviors to express emotions.

Environmental Interaction

The student will keep their learning environment orderly. The student will take care of personal and classroom supplies without damaging materials purposefully. Students will clean up and put away crayons, pencil, scissors, glue, paint, etc. once activities or centers are completed.

Follows Rules and Routines

The student will follow the rules, expectations, and routines established for the classroom, playground, and school setting.