



# Matanuska-Susitna Borough School District

## Kindergarten Standards-Aligned Report Card

**School Year:**

**Student:**

**ID#:**

**Teacher:**

Report card scores reflect the level of proficiency on Alaska grade-level standards your student should master by the end of the year.

### Reporting Key

<b>3 – Proficient</b>	Independently meets grade-level standards
<b>2 – Approaching Proficient</b>	Partially meets grade-level standards
<b>1 – Not Proficient</b>	Does not meet grade-level standards
<b>NM – Not Measured</b>	Not measured/evaluated at this time
<b>NE – No Evidence</b>	No evidence demonstrated by student

Attendance	Q1	Q2	Q3	Q4
Absences				
Tardies				

<b>BEHAVIORS THAT SUPPORT LEARNING (CITIZENSHIP)</b>	Q1	Q2	Q3	Q4
Adapts to activity change				
Attendance supports learning				
Exercises self-control				
Follows directions, routines, and expectations				
Interacts cooperatively with others				
Respects the rights and property of others				
Solves problems appropriately				
<b>Math</b>	Q1	Q2	Q3	Q4
Effort				
Work Completion				
<b>COUNTING AND CARDINALITY</b>				
Count to 100 by ones				
Count to 100 by tens				
Count forward beginning from a given number within the known sequence.				
Write numbers from 0 to 20				
Represent a number of objects with a written numeral 0 - 20 (with 0 representing a count of no objects)				
Count to tell the number of objects				
Answer "how many?" questions about and count up to 20 objects				
Compare objects (greater than, less than, equal to)				
Compare and order two written numbers between 1 and 10				
<b>OPERATIONS AND ALGEBRAIC THINKING</b>				
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from				
Add or subtract whole numbers to 10 (e.g., by using objects or drawings to solve word problems)				
<b>NUMBERS AND OPERATIONS - BASE TEN</b>				
Work with numbers 11-19 to gain foundations for place value (tens and ones)				
<b>MEASUREMENT AND DATA</b>				
Classify objects and count the number of objects in categories (up to 10)				

<b>ENGLISH LANGUAGE ARTS</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Effort				
Work Completion				
<b>READING STANDARDS FOR LITERATURE</b>				
<b>Key Ideas and Details</b>				
With prompting and support, retell familiar stories, using key details				
With prompting and support, identify characters, settings, major events, and problem-solution in a story, song, or poem				
<b>Organization and Structure</b>				
Ask and answer questions about unknown words in a text				
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>				
<b>Key Ideas and Details</b>				
With prompting and support, identify the main topic and retell key details of a text				
<b>Integration of Knowledge and Ideas</b>				
With prompting and support, identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two photos or diagrams, compare two animal babies)				
<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>				
<b>Print Concepts</b>				
Demonstrate understanding of the organization and basic features of print (e.g., follow words from left to right, top to bottom, and page-by-page, and understand that words are separated by spaces in print)				
Recognize and name all upper and lowercase letters of the alphabet				
<b>Phonological Awareness</b>				
Demonstrate understanding of spoken words, syllables, and sounds (phonemes)				
Isolate and pronounce the first, middle vowel, and last sound in consonant-vowel-consonant, or CVC words (e.g., "cat.") *(This does not include CVC words ending with /l/, /r/, or /x/)				
<b>Phonics and Word Recognition</b>				
Know one-to-one letter-sound correspondences for each consonant				
Know the common spellings for the long and short sounds of the five major vowels				
Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does)				
Identify the sounds that are different in words that are similarly spelled				
<b>Fluency</b>				
Read emergent reader text with purpose and understanding				
<b>WRITING STANDARDS</b>				
Effort				
Work Completion				
<b>Text Types and Purposes</b>				
Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book (e.g., I like dogs better than cats because...; My favorite part of the story is when...; I think it was funny when...)				
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which students name what they are writing about and supply some information about the topic				
Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a feeling) to what happened				
<b>SPEAKING AND LISTENING STANDARDS</b>				
<b>Presentation of Knowledge and Ideas</b>				
Speak audibly and express thoughts, feelings, and ideas clearly in complete sentences when appropriate to task and situation				

**LANGUAGE STANDARDS****Conventions of Standard English**

Print many upper and lowercase letters

Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)

Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)

Capitalize the first word in a sentence, the first letter of the student's name, and the pronoun I; Recognize and name end punctuation

Spell simple words phonetically, drawing on knowledge of sound-letter relationships

**Vocabulary Acquisition and Use**

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)

**For more specific information, please refer to the Alaska State Standards available at:  
<https://education.alaska.gov/akstandards/standards>**

**Teacher Comments****Quarter 1****Quarter 2****Quarter 3****Quarter 4**