

Kindergarten Report Card Guide

Columbia Heights Public Schools uses a standards-based reporting system. This guide provides information about **what** standards-based reporting is, **why** CHPS uses standards-based reporting, and **how** to read your student's report card.

What is standards-based reporting?

The state of Minnesota has identified standards for all subject areas. These standards identify what students should know and be able to do. Districts are required to implement these standards to ensure all students have access to high-quality content and instruction. In a standards-based reporting system, students' academic performance is measured relative to grade level standards.

Why standards-based reporting?

A standards-based reporting system provides:

- Clear targets for students and families that explain what is expected of students by the end of the year
- A more thorough explanation of the skills and concepts needed in order for students to meet each standard
- Information about students' current academic progress in relation to where they need to be by the end of the year
- Objective grading criteria for all students; students are scored based on the level at which they show proficiency of the standard, not how they perform relative to other students
- A focus on evidence of learning

Columbia Heights Public Schools values families as partners. We commit to providing families with timely, accurate, and useful information about student progress.

Please do not hesitate to reach out with any questions you have about your student's report card.

How do I read my student's report card?

To represent the different levels of performance your student will demonstrate during the learning process, you will see the numbers 1, 2, 3 and 4. The expectation is that students will achieve a 3 (Meets Grade Level Standard) **by the end of the year**. In standards-based reporting, 1s and 2s are expected and progress is celebrated!

| 1 | 2 | 3 | 4 |
|--|--|--|---|
| <p>Does Not Meet Grade Level Standard</p> <p>Anything less than criteria for "In progress."</p> | <p>In Progress Toward Grade Level Standard</p> <p>Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires with guidance and support.</p> | <p>Meets Grade Level Standard</p> <p>Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires independently.</p> <p>End of Year Goal</p> | <p>Above Grade Level Standard</p> <p>Student knows, understands, and applies the concepts, skills, and processes the grade level standard requires independently, in addition to the benchmarks in the next grade level.</p> |

Social Skills

Elementary students in Columbia Heights Public Schools learn social skills through the acronym CARES. The following social skills categories are marked on report cards:

| | |
|----------------|---|
| Cooperation | Shows cooperation |
| Assertion | Shows assertion in appropriate ways |
| Responsibility | Takes responsibility for actions and work |
| Empathy | Shows empathy |
| Self-Control | Demonstrates self-control |

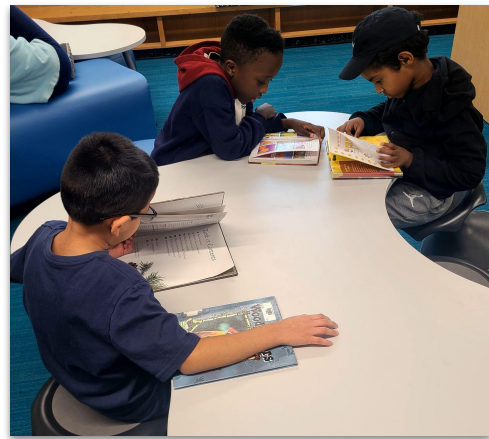


Language Arts

The Language Arts portion of the report card is divided into three categories: Reading; Writing; and Listening, Speaking, Viewing & Exchanging Ideas. Each section identifies the Minnesota English Language Arts (ELA) anchor standards for the grade level. Each anchor standard is the same for all grade levels K–12, with benchmarks that are grade-level specific. Benchmarks describe the skills and concepts expected by the **end of the grade level**.

| Reading Standards | To meet this grade level standard, the student can... |
|--|---|
| Demonstrates understanding of the basic features of print | <ul style="list-style-type: none"> Follow words from left to right, top to bottom and page by page. Recognize and name all upper and lowercase letters of the alphabet. Understand that words are separated by spaces in print. |
| Demonstrates understanding of spoken words, syllables and sounds (phonemes) | <ul style="list-style-type: none"> Identify and orally produce rhyming words, onset-rime and alliteration. Identify, count, pronounce, blend, segment and manipulate (add, delete, or substitute) compound words and syllables in multisyllabic words. Isolate, pronounce, and manipulate sounds in 3-phoneme cvc words. |
| Knows and applies grade-level phonics and word analysis skills in decoding words | <ul style="list-style-type: none"> Decode words using one-to-one letter sound correspondences in 3-phoneme cvc words and knowledge of word families, demonstrating both accuracy and automaticity. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity. |
| Reads decodable texts accurately, with guidance and support | Read decodable texts (texts that include words taught in phonics lessons) accurately, with guidance and support. |
| Reads and comprehends a variety of grade-level texts with support | <ul style="list-style-type: none"> With guidance and support, read and monitor understanding of grade-level text, self-correcting as needed, using strategies including, but not limited to, decoding, asking questions and making connections. Choose and read texts that explore personal identity and interests, with prompting and support. |

| Reading Standards, continued | To meet this grade level standard, the student can... |
|---|--|
| <p>Reads critically to understand and make meaning of themes and central ideas in fiction and non-fiction texts</p> | <ul style="list-style-type: none"> • Ask and answer questions about key details in a text, with prompting and support. • Identify the topic of a text, with prompting and support. • Identify characters and setting in a literary text, with prompting and support. • Describe the connection between two pieces of information, events, people, or ideas, in informational text, with prompting and support. |
| <p>Applies knowledge of how fiction and non-fiction texts are organized to make meaning</p> | <ul style="list-style-type: none"> • Recognize orientation (front cover, back cover, title) of print text and navigation of digital text. • Recognize the difference between literary and informational text, through listening or reading. • Recognize the connection between illustrations and text. |
| <p>Analyzes how multiple factors influence the content, meaning, and style of fiction and non-fiction texts</p> | <ul style="list-style-type: none"> • Define the role of an author and illustrator in telling the story. • Recognize common types of text (e.g., storybooks, informational, poems), through listening or reading. |
| <p>Examines the impact of vocabulary and word choice on content, style and meaning in fiction and non-fiction texts</p> | <ul style="list-style-type: none"> • Recognize rhythm, alliteration and repeated lines in a story, poem, or a song read aloud. • Ask and answer questions about unfamiliar vocabulary in informational text read aloud. |



| Writing Standards | To meet this grade level standard, the student can... |
|---|---|
| Applies rules of the written English language to express ideas in writing | <ul style="list-style-type: none"> • Recognize that words are represented in written language by specific sequences of letters, which are separated by spaces, and put in a specific order to create a sentence. • Print many upper and lower case letters. • Demonstrate one-to-one letter-sound correspondence (write the letter that matches the letter sound). |
| Writes routinely for various purposes | <ul style="list-style-type: none"> • Write routinely (may include a combination of drawing, dictating, and writing), with support and guidance. • Share personal perspective, identity and voice, verbally or visually. |
| Develops and strengthens writing by using a writing process | Plan and draft writing (may include a combination of drawing, dictating, and writing) and revise to strengthen writing in a shared setting. |
| Expresses opinions, supports claims, and persuades using reasoning and evidence through writing | State a personal opinion for the purpose of sharing verbally, visually, or in written form, with support and guidance. |
| Write to inform, explain or respond to a topic, fiction text or non-fiction text | <ul style="list-style-type: none"> • Make a statement about a topic and offer one or two details about the topic, verbally, visually, or in written form, with support and guidance. • Verbally or visually respond to a story, with support and guidance. |
| Writes narratives, poetry, and other creative texts to express ideas | <ul style="list-style-type: none"> • Tell a story about a personal experience or that of a character, verbally, visually, or in written form. • Correctly order beginning, middle, and end of a story, with support and guidance. |
| Asks questions and conducts research to create texts and presentations for a variety of purposes and audiences. | Ask questions to participate in shared research and writing projects. |



| Listening, Speaking, Viewing and Exchanging Ideas Standards | To meet this grade level standard, the student can... |
|--|---|
| <p>Exchanges ideas in discussion and collaboration as a listener, speaker, and participant</p> | <ul style="list-style-type: none"> • Participate as a speaker and listener, and continue exchange of ideas through multiple exchanges. • Follow sequence of a story or discussion, or steps in a process. • Help create and follow agreed-upon norms for a discussion, (e.g., speaker norms, listener norms, participation norms), respectful of culture. • Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood. |
| <p>Uses spoken language to communicate ideas effectively with others, considering audience and context</p> | <p>Speak audibly and express thoughts, feelings, and ideas clearly.</p> |
| <p>Creates written, oral, and digital content that communicates knowledge and ideas in a variety of presentation styles.</p> | <ul style="list-style-type: none"> • Create written, oral, and digital content that communicates knowledge and ideas in a variety of presentation styles, with prompting and support. • With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression), considering digital footprint. |



Math

The Math section of the report card identifies priority standards for that grade level. These standards do not represent all of the standards that will be taught and assessed throughout the year, but rather essential standards for students to become proficient in before the next grade level.

| Math Standards | To meet this grade level standard, the student can... |
|---|---|
| Counts without objects forward to 100 | Count to 100 independently. |
| Represents a number with objects up to 31 | Show numbers with objects up to 31 demonstrating one-to-one correspondence. |
| Orders numbers 0 to 31 | Order all numbers 0 to 31. |
| Reads numbers 0 to 31 in random order | Read all numbers 0 to 31 when presented in random order. |
| Writes numbers 0 to 31 | Write all numbers 0 to 31. |



Science

The Science section of the report card is organized around the four strands of the Minnesota Science Standards. Each strand is the same for all grade levels K–12, with benchmarks that are grade-level specific.

| Science Standards | To meet this grade level standard, the student can... |
|---|--|
| Develops relevant questions to design and conduct investigations | Ask relevant questions to obtain information. |
| Records and interprets observations and data | Make observations, collect and organize observational data. |
| Uses scientific principles and the engineering process to design reasonable solutions | Solve a problem using science and engineering. |
| Creates and communicates scientific arguments using evidence | Make an argument and support it with evidence. |

Specialists

Students in Columbia Heights Public Schools have the opportunity to engage in Visual Arts, Music, and Physical Education classes. Specialist teachers report on priority standards from that content area.

| Visual Arts Standards | To meet this grade level standard, the student can... |
|--|--|
| Uses knowledge and understanding of the elements and principles of design to create original artwork | Create artwork that demonstrates an understanding of the use of design elements and principles. |
| Uses knowledge and understanding of the elements and principles of design to discuss and present artwork | Present and discuss artwork using art concepts and vocabulary and describe the artistic choices that they have made independently. |
| Demonstrates skillful use of art materials | Make intentional choices about the use of art materials to produce work that is neat and complete, with attention to detail. |

| Music Standards | To meet this grade level standard, the student can... |
|--|--|
| Demonstrates moving with others | Move with an appropriate range of motion. |
| Demonstrates singing with others | Sing using head voice. |
| Demonstrates playing instruments with others | Demonstrate intentional playing. |

| Physical Education Standards | To meet this grade level standard, the student can... |
|--|--|
| Actively engages in required activities | Self-initiate participation in required activities. |
| Demonstrates a variety of motor skills and movement patterns | Complete grade-level appropriate motors skills and movement patterns independently and and with automaticity. |
| Applies rules, uses equipment appropriately, and works cooperatively with others | Know, understand, and follow rules, demonstrate respect and appropriate use of equipment, and work cooperatively with peers. |
| Uses feedback to improve performance | Willingly receive feedback and use feedback to improve performance. |