

Understanding Your Kindergarten Report Card



The purpose of report cards is to give students, parents and families a clear summary of each child's individual progress towards mastery of grade level expectations, based on the Minnesota State Standards. Progress is reported in the areas of reading, writing, mathematics, art, music, PE, media literacy, and Spanish. In addition, we report overall understanding of our International Baccalaureate units of inquiry, which integrate all science and social studies content. Self-management and social skills are assessed and reported separately from academics. There is also a student self-reflection on the IB Learner Profile that goes home with each report card.

Content included in this Parent Guide

- **Top 10 Tips**
- **General Performance Scale Descriptions**
- **Overview of Academic Goals in each Subject Area**

IB Learner Profile Attributes

Thinkers
Knowledgeable
Principled
Open-minded
Balanced

Inquirers
Communicators
Caring
Risk-takers
Reflective



Top 10 Tips

Understanding your child's report card

1. Report cards are based on the Minnesota Academic Standards. The standards define what all Minnesota students should know and be able to do in every subject, from Kindergarten to grade 12.	6. Getting an "M" is good and should be celebrated! The Minnesota Academic Standards represent a high level of learning. Meeting expectations means students are right on track.
2. Academic scores are based only on what students demonstrate they know or are able to do. Learning habits, such as effort, participation, and social skills are marked separately.	7. Your child will not get a score for every indicator each semester. If the class did not focus on a particular strand during that particular semester, the space will be left blank or indicate N/A.
3. Teachers determine scores by reviewing all student work, including observations, practice work, tests and quizzes, and long-term projects.	8. All Science and Social Studies standards are reported through the school's International Baccalaureate Units of Inquiry. These units integrate these subject areas.
4. Scores are not based on an average of the evidence collected, but are based on the most consistent level of achievement, with an emphasis on the student's most recent performance.	9. Each semester, students have multiple opportunities to develop and demonstrate the attributes of the International Baccalaureate learner profile. A student self-reflection is included with each report card.
5. Performance indicators are as follows: • E - Exceeds standards • M - Meets standards • P - Partially meets standards • N - Does not meet standards • N/A - Not assessed	10. The goal of the report card is to provide summary information. Please talk with your child's teacher about any questions you may have.

General Rubric and Descriptions

E	The student shows understanding of important information and applies understanding or exceeds expectations beyond what has been taught.
M	The student shows understanding of important information that has been taught.
P	Independently the student shows partial understanding of important information that has been taught or is able to show understanding with help .
N	The student does not demonstrate understanding of important information that has been taught.

Language Arts

Literacy Outcomes

Reading

Comprehension and Response

- Ask and answer questions about key details with prompting and support.
- Identify characters and setting with prompting and support.
- Describe connections between two pieces of information, events, people, or ideas with prompting and support.
- Recognize the difference between fiction and nonfiction texts.
- Define role of author and illustrator.
- Recognize common types of texts (storybooks, informational, poems).
- Recognize rhythm, alliteration, and repeated lines in a story, poem or song read aloud.
- Ask and answer questions about unfamiliar vocabulary read aloud.

Foundations of Reading

- Recognize and name all uppercase and lowercase letters of the alphabet.
- Identify and produce rhyming words
- Identify, count, pronounce, blend, segment and manipulate (add, delete or substitute) compound words and syllables in multi-syllabic words.
- Isolate, pronounce and manipulate sounds in three-sound words.
- Decode words using one-to-one letter sound correspondences in three-phoneme CVC words and knowledge of word families, accurately and fluently.
- Read high-frequency words, in and out of context, accurately and fluently.

Writing

Writes to Inform

- Offer one or two details about the topic (verbally, visually, or in written form).
- Verbally or visually respond to a story .

Writes to Persuade

- State and share a personal opinion (verbally, visually, or in written form) with support and guidance.

Writes to Express Ideas

- Correctly order the beginning, middle, and end of a story.
- Tell a story (verbally, visually, or in written form) from personal experience or character.

Grammar, Conventions, and Spelling

- Print many upper and lower case letters.
- Recognize that words are specific sequences of letters.
- Recognize words are separated by spaces and put in order to create sentences.

Speaking and Listening

Exchanges ideas and communicates with others

- Participate in discussions as a speaker and listener.
- Follow the sequence of group discussion.
- Follow agreed-upon norms for discussion.
- Confirm understanding by asking and answering questions.
- Speak clearly to express thoughts, feelings, and ideas.
- Create written, oral, and digital content that communicates knowledge and ideas with support as needed.



Mathematics

Semester 1	Semester 2
Number and Operation - Recognize how many objects are in a set - Read whole numbers from 0 to at least 10 - Write whole numbers from 0 to at least 10 - Represent whole numbers from 0 to at least 10 - Order numbers from 0 to at least 10 - Count forward to at least 20 - Count back from at least 10 Algebra - Identify, create, and extend patterns Geometry and Measurement - Recognize two-dimensional shapes - Sort objects using characteristics such as shape, size, color, and thickness	Number and Operation - Read whole numbers from 0 to at least 31 - Write whole numbers from 0 to at least 31 - Represent whole numbers from 0 to at least 31 - Count forward to at least 31 - Count back from at least 20 - Compare numbers from 0 to 31 - Order numbers from 0 to 31 - Use objects/pictures to add numbers between 0 and 10 - Use objects/pictures to subtract numbers between 0 and 10 - Find 1 more and 1 less than a given number Algebra - Identify unknown number partners (3 and 4 are partners of 7, 5 and 2 are partners of 7, etc.) Geometry and Measurement - Recognize two and three-dimensional shapes - Compare and order objects according to size, weight, length, and position.

Units of Inquiry

Curriculum in International Baccalaureate schools is organized through units of inquiry that integrate multiple subject areas. Under each unit of inquiry, your child's report card states the central idea that frames the focus of the unit. All social studies and science content are taught within six thematic units. The themes are:

Who we are

Where we are in place and time

How we express ourselves

How we organize ourselves

How the world works

Sharing the Planet

The big ideas in social studies are science are:

- Living and nonliving things
- Goods and services
- Physical characteristics
- Similarities and differences
- Citizenship

- Habitats
- Community helpers
- Traditions and cultures around the world
- Relationships
- Communities

Self-Management and Social Skills

These important skills support learning in all subject areas, and are grounded in the belief that learning how to learn and how to collaborate with others are fundamental aspects of a child's education . These skills are reported separately from academic achievement to ensure accurate reporting of learning.

Self-Management Skills

- Organization skills
 - Managing time and assignments effectively
 - Set goals that are challenging and realistic
 - Keep materials and belongings organized
- States of mind
 - Use strategies to support concentration
 - Demonstrate persistence and resilience
 - Shows commitment to learning

Social Skills

- Developing positive interpersonal relationships and collaboration skills
 - Practice empathy, care and respect for others
 - Works independently and collaboratively
 - Resolve conflicts
 - Listens and follows directions
- Developing social-emotional intelligence
 - Be aware of own and others' emotions
 - Be self and socially aware

Art

Identify and experiment with the Elements of Art using many different art media

- Line
- Shape
- Color
- Space
- Value
- Form
- Texture

Develop creative and innovative thinking

Reflect on individual artwork

Use and share materials in a safe and responsible way as a part of self-management and social skills

Media Literacy

Computer Skills and Digital Citizenship

- Single and double click objects
- Click and drag to move objects
- Identifies letters on the keyboard
- Launches, maximizes, and closes programs
- Internet safety and media balance

Literacy Skills and Research

- Demonstrates proper care of library materials
- Identifies the author, illustrator, and title of books
- Identifies the front, back cover and spine of books
- Identifies the difference between fiction and nonfiction
- Compares and contrasts stories with guidance
- Finds information on a topic

Music

- Steady beat in groups of 2 (simple meter) and groups of 3 (compound meter)
- Voice -- matching pitch, accessing head voice, melody (solfege), voice levels (whisper/speak/shout/sing)
- Listening -- using movement props and body to demonstrate high/low, loud/soft, smooth/choppy, fast/slow, etc., songtales

- Identify form (AB, ABA), call & response, echo song
- Movement exploration (developing artfulness and expressiveness)
- Play classroom instruments -- pitched and unpitched, learning appropriate playing techniques, accompany songs, demonstrate musical expression
- Songs around the world/global connections

Spanish

Application Skills • Able to follow basic directions in Spanish • Create connections between mother tongue and Spanish language • Apply Spanish language skills in a visual and/or written method Speaking Skills • Use the Spanish vocabulary in each unit appropriately • Apply the vocabulary when speaking in the target language	Cultural Connections • Compare and contrast Spanish speaking locations to students' home environments • Make connections among latino traditions Spanish Units • School • Greetings • Colors • Numbers (1-20) • Dates • Weather and Seasons • Family
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Physical Education

Fitness Skills • FitnessGram • Cardiovascular • Muscle endurance • Flexibility Cooperation • Teamwork • Class rules and protocols • Etiquette Movement Strategies • Traveling in different pathways • Moving in slow and fast motion • Movement using different body parts	Safety and engagement • Actively participates in physical activity • Moves safely in personal space • Expresses enjoyment Motor skills • Throwing • Catching • Kicking • Striking
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