

# COMMON CORE REPORT CARDS

The Common Core standards describe what a student should know and be able to do in English Language Arts and Math at each grade level. The Common Core standards are designed to be relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers. Our District report card is aligned to the Common Core standards.

This brochure explains some of the key features of the report card and the Common Core standards for Math and English Language Arts. If you have further questions feel free to contact your student's teacher or the school principal.



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# PARENT K-6 REPORT CARDS GUIDE



# KINDERGARTEN



## DATES - 2017-18

REPORT CARD:

DEC 14  
JUNE 6

PROGRESS REPORT:

OCT 13  
MAR 16

# KEY FEATURES

## Levels of Achievement: 4, 3, 2, 1

A standards-based report card's rubric approach (4,3,2,1) provides information about students' development of semester goals. Development is measured as: 4 = Thorough, 3 = Adequate, 2 = Partial, 1 = Minimal.

Your student's developmental progress may change from one marking period to the next due to a variety of factors. This means a student may meet the grade-level expectations during the first marking period, but as the expectations (rigor, language demands and/or ability) increase, the student may not demonstrate the same level of achievement during the next marking period.

Standards-based reporting separates the learning behaviors from their academic abilities while maintaining consistency among grade levels.

## Effort: +, ✓, —

Effort indicates students' completion of assignments, homework, attention to detail and perseverance.

+ = Strong Effort

✓ = Adequate Effort

— = Lack of Effort

## ENGLISH LANGUAGE ARTS

### KINDERGARTEN STUDENTS WORK TOWARDS COMMON UNDERSTANDINGS IN THESE CRITICAL AREAS:

#### READING:

- Learn the alphabet and letter sounds
- Work with phonemes (sounds) within words.
- Read high frequency words.
- Read simple words composed of three letters (CVC words).
- Understand how print is organized for reading (left to right, top to bottom, with spaces between words).
- Participate in teacher read-alouds with the purpose of comprehending both fiction and nonfiction (informational) texts.
- By the end of Kindergarten, students should be able to read an emergent-level (very simple) text independently.

#### WRITING:

- Write both with adult help and independently using their knowledge of letters and sounds.
- Write opinion, narrative, and informative compositions.
- Apply simple rules to their writing, such as the use of capitalization at the beginning of a sentence, punctuation at the end of a sentence, and the use of proper spacing between words.
- Participate in simple shared research and writing projects and publish their work digitally.

#### SPEAKING & LISTENING:

- Effectively communicate with their peers and with their teacher.
- Participate in collaborative conversations with others in their classroom about Kindergarten topics.
- Follow rules of conversation (such as listening to others and taking turns speaking).
- Follow one- and two- step directions.
- Ask and answer questions.
- Give brief descriptive presentations to their peers, speaking audibly and clearly.

#### LANGUAGE:

- Write and speak at grade level using standard English grammatical rules and conventions.
- Determine the meanings of words and use them appropriately.
- Explore word relationships and nuances of meanings.
- Use newly acquired vocabulary when speaking with others.

## MATH

### KINDERGARTEN STUDENTS WILL EXPLORE AND BECOME PROFICIENT IN MATH CONCEPTS RELATING TO:

- Counting, numbers and quantities.
- Addition and subtraction.
- The foundation of the base ten system.
- Geometric shapes.
- Working with simple data by classifying (sorting) objects and making comparisons of quantities.



## ENGLISH LANGUAGE DEVELOPMENT

(Only applicable to Language Learners)

If your student is an identified English Learner, the appropriate box will be marked stating: *These grades are reflective of both content standards and English Language Development Standards.*

Your student's language development may change from one marking period to the next due to their language learning progression.

#### THE CA ELD STANDARDS ARE DESIGNED TO:

- Amplify the language knowledge, skills, and abilities of these standards, essential for school success;
- Be used **in tandem** with the CA Common Core State Standards for instruction and grading purposes;
- Create realistic expectations of what students should do with language;
- Set clear developmental stages of language;
- Provide families and caretakers with a tool for discussing learning progress and ways to support their children's language and development at home.