

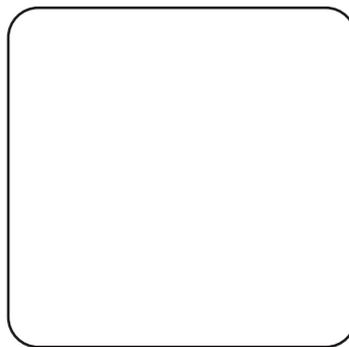


# Understanding your child's **REPORT CARD**

## For Kindergarten



- Top 10 Tips for understanding your child's report card
- Academic measures
- Descriptions of what your child should know and be able to do in the second trimester
- Learning habit indicators with descriptions



Trimester 2  
2019-20

Prepared for by the  
Anoka-Hennepin Schools  
Curriculum Department

# TOP 10 TIPS

## Understanding Your Child's Report Card

The goal of the report card is to provide meaningful information that families can use to team with teachers to support their children's learning.

- 1.** The 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 through grade 12.
- 2.** Anoka Hennepin School District has written report card "indicators" that represent specific skills and or knowledge students must acquire for each reporting period. A "benchmark" measures the level of learning each child should achieve for each indicator.
- 3.** Grades are based only on what students know or are able to do. Learning habits such as effort, homework completion, participation, etc. will be graded separately from academic progress.
- 4.** Academic measures are as follows:
  - 4 - Exceeds standards
  - 3 - Meets district benchmark
  - 2 - Approaching district benchmark
  - 1 - Below district benchmark
- 5.** A grade of "3" is really good! The Minnesota Academic Standards represent a high level of learning so a grade of 3 represents a great accomplishment for a child.
- 6.** Your child will not get a mark for every indicator each marking period. If the class does not focus on a particular standard during a marking period, there will be no grade on the report card for that trimester. Instead, NG (no grade) will appear in the box.
- 7.** Included in this booklet are descriptions of what your child should be able to do to meet each expectations. This also tells you which trimester it will be graded.

**For example:**  
*Report Card Indicator: Tells Time*

**Indicator Description:**  
⇒ Tells time to the quarter-hour  
⇒ Distinguishes between a.m. and p.m.
- 8.** Your child will get marks for "learning habits". These include such things as "demonstrates on-task behaviors" and "demonstrates organizational skills." These marks will be:
  - + Consistently
  - +/- Sometimes
  - Rarely
- 9.** Learning habits are important because good habits help your child learn!
- 10.** The goal of the report card is to provide information for these important discussions. Please talk with your child's teacher about your child's progress.

# ACADEMIC MEASURES

## 4 - EXCEEDS STANDARD

**Exceeds grade level expectations.** The student consistently demonstrates the skill and/or understands concepts at a level exceeding expectations.

A "4" indicates the student has advanced understanding of the academic skills represented by this indicator. The student engages in further inquiry and extends learning. A "4" is difficult to obtain.

## 3 - MEETS DISTRICT BENCHMARK

**Meets expectations for this reporting period.** The student demonstrates the skill and/or understands concepts at a level that meets expectations for this reporting period. A "3" indicates the student has proficient understanding.

We want all of our students to reach a level "3." A student receiving a "3" is right on track with our high academic expectations. A "3" is something to be celebrated.

## 2 - APPROACHING DISTRICT BENCHMARK

**Meets some expectations for this reporting period.** The student sometimes demonstrates the skill and/or understands concepts and meets some expectations for this reporting period.

A "2" indicates that the student has some understanding and is partially proficient. A "2" indicates that the student's performance varies in consistency with regards to accuracy, quality, and level of support.

## 1 - BELOW DISTRICT BENCHMARK

**Does not meet expectations for this reporting period.** The student seldom demonstrates the skill and/or understands concepts for this reporting period.

A "1" indicates the student has minimal understanding and that performance is inconsistent even with guidance and support.

## NG - NO GRADE

Progress on these indicators is not reported this trimester.

# What Should My Child Be Able to Do to Meet Expectations

(THESE DESCRIPTIONS REPRESENT A 3 FOR TRIMESTER 2)

## ENGLISH LANGUAGE ARTS

### FOUNDATIONAL SKILL

***Demonstrates understanding of print features\****

Book Handling

- ⇒ Holds a book upright
- ⇒ Turns the pages in a book

Concepts About Print

- ⇒ Tracks print left to right and top to bottom while reading
- ⇒ Identifies first/last word in a sentence
- ⇒ Identifies Spaces between words develop speech to print match
- ⇒ Identifies capital letter at the beginning of a sentence
- ⇒ Awareness that a sentence ends at a period
- ⇒ Identifies a single word
- ⇒ Identifies an explanation point
- ⇒ Identifies pronoun "I"
- ⇒ Identifies how many letters in a word
- ⇒ Pauses at a period
- ⇒ Identifies short and long words
- ⇒ Counts the number of sentences on a page
- ⇒ Identifies sentence boundaries by capital letter and punctuation mark in each sentence
- ⇒ Determines the author and illustrator of a book



***Demonstrates understanding of spoken words and sounds***

- ⇒ Recognizes rhymes
- ⇒ Counts and blends syllables
- ⇒ Adds individual sounds in one syllable words (*add "f" to "in"*) to make new words
- ⇒ Isolates beginning, middle and ending sounds
- ⇒ Blends sounds to make words p-i-g
- ⇒ Blends onset and rime (*You say p...ig, child says pig*)
- ⇒ Segments individual sounds
- ⇒ Segments onset and rime (*You say pig, child says p...ig*)

## ***Applies phonics and word reading skills***

- ⇒ Understands the alphabetic principle
- ⇒ Hears and uses sound/letter correspondence (*n, c, d, o, l, h, e, f, r, b, k, ck*)
- ⇒ Blends sounds into words including vc, cvc words
- ⇒ Blends common word families (*an, in, ot, on, od, im, ad, ip, et, en, ed, ab, ack, eck, ick, ock*)
- ⇒ Identifies initial and medial short vowels
- ⇒ Decodes one syllable words in isolation and context
- ⇒ Distinguishes between similar spelled words
- ⇒ Identifies and read common high-frequency words (*and, go, you, do, my, are, with, he, is, little, she, was*)
- ⇒ Identifies and distinguish letter-sounds, (*initial, medial final*)

## ***Reads grade-level text accurately and fluently***

- ⇒ Reads with expression
- ⇒ Changes tone depending on punctuation
- ⇒ Reads with emotion
- ⇒ Pauses where appropriate
- ⇒ Fluently reads high-frequency words

## **LITERATURE**

### ***Asks and answers questions about key details in the text***

With prompting and support:

- ⇒ Uses important details from the words and illustrations to help ask and answer questions before, during, and after reading

### ***Identifies characters, setting and major events using text and/or illustrations***

With prompting and support:

- ⇒ Talks about the characters, what they are doing, and where they are
- ⇒ Uses the text and illustrations to discuss what the characters are doing

## **INFORMATIONAL**

### ***Asks and answers questions about key details in the text***

With prompting and support:

- ⇒ Asks questions about things they don't understand and look for answers in the text and pictures
- ⇒ Rereads to help better understand what is happening in the story

## WRITING

***Uses a combination of drawing, dictating, and writing to effectively communicate ideas and thoughts***

Narrative:

- ⇒ Uses information from the setting
- ⇒ Uses details in the text and words
- ⇒ Includes characters in writing
- ⇒ Writes sentences in an order that makes sense

Informative:

- ⇒ Uses clues in the photos to infer
- ⇒ Uses details in the text and photos
- ⇒ Uses specific words to tell about something
- ⇒ Uses sentences to tell about things

Opinion:

- ⇒ Uses clues in text and photos to make inferences
- ⇒ Stays on topic
- ⇒ Uses feelings to form an opinion
- ⇒ Uses text evidence to support opinion
- ⇒ Includes details about opinion

***Responds to questions and suggestions to strengthen writing***

- ⇒ Uses the writing process with guidance and support from peers and adults to develop and strengthen writing:
  - Prewriting
  - Draft
  - Revise
  - Edit and publish
  - Evaluate

## LANGUAGE

***Uses language conventions when writing and / or speaking***

*Writing*

- ⇒ Uses a capital letter to begin a sentence
- ⇒ Capitalizes “I”
- ⇒ Ends sentences with a punctuation mark (., ?)
- ⇒ Spells words correctly
- ⇒ Uses quotation marks correctly
- ⇒ Uses complete sentences
- ⇒ Uses verbs
- ⇒ Uses adjectives correctly
- ⇒ Uses nouns, plural nouns, or pronouns correctly
- ⇒ Spells plural nouns correctly using -s or -es
- ⇒ Uses question words and spells correctly

***Explores word relationships to understand the meaning***

Category Words

- Job Words
- Food Words
- Size Words
- Seasons

Real-Life Connections

Shades of Meaning

## SPEAKING, LISTENING AND VIEWING

### *Participates in group discussions in order to develop oral language effectively*

#### Speaking Strategies

- ⇒ Takes turns talking
- ⇒ Asks others to share ideas and opinions
- ⇒ Stays on topic
- ⇒ Connects own ideas to the ideas of others
- ⇒ Connects personal experiences
- ⇒ Asks questions to clarify ideas
- ⇒ Asks for help getting information
- ⇒ Waits after asking a question to give others time to think
- ⇒ Ideas of others are important
- ⇒ Respects the opinion of others
- ⇒ Gives details to express thoughts, feelings and ideas
- ⇒ Uses details to describe
- ⇒ Gives details when asking about things they do not understand
- ⇒ Answers questions with complete sentences not one word sentences

#### Listening Strategies

- ⇒ Listens carefully to speaker
- ⇒ Looks at the person
- ⇒ Repeats classmates ideas to verify understanding
- ⇒ Waits until the speaker is finished to ask questions
- ⇒ Asks questions to clarify
- ⇒ Raises hand to ask a question
- ⇒ Sits still and listen attentively
- ⇒ Respects opinions of others
- ⇒ Respects others by not interrupting

### *Presents information and ideas effectively*

#### Speaking Strategies

- ⇒ Speaks loudly and express your ideas clearly
- ⇒ Points out drawing on poster to provide additional information
- ⇒ Points out key details
- ⇒ Stays on Topic
- ⇒ Speaks clearly and appropriate volume
- ⇒ Uses gestures and vary the tone of voice
- ⇒ Answers questions to clarify any misunderstanding
- ⇒ Describes with details

*\*A "4" is not reported for this indicator.*



## MATHEMATICS

### NUMBER KNOWLEDGE

#### **Counts, Reads, and Represents Numbers\***

- ⇒ Counts a collection of 20 and understands that the last number counted represents the quantity that was counted
- ⇒ Reads numbers to 20
- ⇒ Writes numbers to 20
- ⇒ Counts forward starting at any given number to 20
- ⇒ Counts backward from 10

#### **Demonstrates an Understanding of Number Relationships\***

- ⇒ Knows 1 more than a number up to 20
- ⇒ Knows 1 less than a number up to 10
- ⇒ Compares and orders numbers to 10

#### **Uses Computational Strategies to Solve Problems**

- ⇒ Uses objects and draws pictures to represent addition and subtraction situations (*sums to 10*)
- ⇒ Composes numbers up to 10

### GEOMETRY AND MEASUREMENT

#### **Recognizes and Sorts Shapes\***

- ⇒ Recognizes basic 2-D and 3-D shapes by name
- ⇒ Sorts objects by shape, size, color and thickness
- ⇒ Recognizes basic 2-D and 3-D shapes in the real world

#### **Uses Measurement to Compare Objects\***

- ⇒ Uses words to compare objects according to position (*e.g. The ceiling is above the floor.*) and length

\*A "4" is not reported for this indicator.

## SOCIAL STUDIES

### **Geography: The Space Around Us**

- ⇒ Uses words to describe location (*ex. next, between, near, far...*)
- ⇒ Understandings that maps and globes represent space
- ⇒ Identifies physical and human characteristics

### **Economics: Needs and Wants; Goods and Services**

*Note: Instruction begins Trimester 1, but is not reported until Trimester 2*

- ⇒ Understands that all people have needs (*food, water, clothing and shelter*)
- ⇒ Understands that all people have wants (*things people would like to have to be happy*)
- ⇒ Identifies goods (objects that can be seen or touched) and services (*actions or activities*)

### **History: Families and Traditions**

*Note: Instruction begins Trimester 2, but is not reported until Trimester 3*

- ⇒ Uses a variety of words to reference past, present and future
- ⇒ Describes ways people learn about the past
- ⇒ Knows families share traditions that may be the same or different from other families



## SCIENCE

### **Animals and Plants**

*Note: Instruction begins Trimester 2, but is not reported until Trimester 3*

- ⇒ Shares and compares observations with others
- ⇒ Observes, compares and contrasts different plants and animals; identifies external parts
- ⇒ Identifies and sorts living and nonliving things
- ⇒ Observes a habitat, identifies living and nonliving parts, and describes their role in a system (i.e. schoolyard, terrarium or garden)



## HEALTH

### **Understands Concepts and Topics**

*Note: Instruction will occur throughout the year and may not be reported every Trimester*

- ⇒ Bus Safety
- ⇒ Dental Health
- ⇒ Staying Healthy

## ART

*Note: Instruction begins Trimester 1, but is not reported until Trimester 3*

### **Understands and demonstrates line, shape and warm/ cool colors**

- ⇒ Draws and identifies shapes geometric (e.g. circle, square, triangle, oval and rectangle)

## MUSIC

*Note: Instruction begins Trimester 1, but is not reported until Trimester 3*

### **Demonstrates concepts**

- ⇒ Keeps the steady beat
- ⇒ Demonstrates the four voice types
- ⇒ Identify the comparatives (High/Low; Loud-Soft; Fast-Slow)

## PHYSICAL EDUCATION

*Note: Instruction begins Trimester 1, but is not reported until Trimester 3*

### **Skill Performance**

- ⇒ Demonstrates movement skills (running, galloping and hopping)
- ⇒ Demonstrates object control skills (throwing, catching, bounce/catch and kicking)
- ⇒ Demonstrates ability to change speed, direction in a group activity
- ⇒ Demonstrates spatial awareness

# Learning habit indicators with descriptions

(behaviors that support learning in the classroom)

Trimester 1, Trimester 2, Trimester 3

Report card indicator	Descriptions
<b>Demonstrates organizational skills</b>	<ul style="list-style-type: none"> <li>⇒ I can have my materials ready when needed</li> <li>⇒ I can manage personal and classroom materials independently and respectfully</li> </ul>
<b>Works well with others</b>	<ul style="list-style-type: none"> <li>⇒ I can be respectful with my words and actions</li> <li>⇒ I can listen to others</li> <li>⇒ I can participate in a group</li> <li>⇒ I can resolve conflict respectfully</li> <li>⇒ I can share and take turns</li> </ul>
<b>Demonstrates on-task behaviors</b>	<ul style="list-style-type: none"> <li>⇒ I can follow classroom routines</li> <li>⇒ I can listen and follow directions</li> <li>⇒ I can stay focused during independent work and group activities</li> </ul>
<b>Makes responsible choices</b>	<ul style="list-style-type: none"> <li>⇒ I can follow school and classroom rules</li> <li>⇒ I can demonstrate self-control with my body and voice</li> </ul>
<b>Applies Handwriting</b>	<ul style="list-style-type: none"> <li>⇒ I can write using my learned handwriting skills</li> <li>⇒ I can apply my learned handwriting skills to my daily work</li> <li>⇒ I can write legibly</li> </ul>
<b>Completes work</b>	<ul style="list-style-type: none"> <li>⇒ I can complete my work on time</li> <li>⇒ I can show effort and do my best work</li> </ul>
<b>Makes responsible choices (K-3 Science)</b>	<ul style="list-style-type: none"> <li>⇒ Stays on task, puts forth effort, completes work, uses materials responsibly and works cooperatively</li> </ul>
<b>Makes responsible choices (Music)</b>	<ul style="list-style-type: none"> <li>⇒ Completes required work</li> <li>⇒ Follows directions, stays on task and tries willingly</li> <li>⇒ Treats people and property with respect</li> <li>⇒ Follows all classroom and school rules</li> </ul>
<b>Makes responsible choices (Art)</b>	<ul style="list-style-type: none"> <li>⇒ Brings materials to class and completes required work</li> <li>⇒ Follows directions, stays on task, and tries willingly</li> <li>⇒ Treats people and property with respect</li> <li>⇒ Follows all classroom and school rules</li> <li>⇒ Works cooperatively with others</li> </ul>
<b>Makes responsible choices (PE)</b>	<ul style="list-style-type: none"> <li>⇒ Comes prepared for class (tennis shoes)</li> <li>⇒ Meets class expectations</li> <li>⇒ Engages in activities with effort</li> <li>⇒ Respectful personal and social behaviors</li> <li>⇒ Cooperates with others</li> </ul>
LEARNING HABIT INDICATORS: + Consistently; + / - Sometimes; - Rarely	

