

The Washington Elementary School District has implemented a standards-based report card in order to create a more consistent communication tool and give all students and parents a clear vision of what is required to succeed in school. This report card also gives parents information on exactly how well their child is learning State and District adopted curricula.

This brochure details specific criteria and expectations for attainment of standards as well as the learner qualities which affect student achievement. It is intended to assist you as you reflect on your child's report card, as well as facilitate discussions about student progress with your child's teacher.

### The Grade Scale

Each of the indicators on your child's report card reflects a level of performance.

- "4" means that the student **meets** grade-level standards **for the end-of-year**
- "3" means that the student is **on target** with standards-based expectations **for the quarter**
- "2" means that the student **needs improvement** on standards-based expectations
- "1" means that the student **does not meet** standards-based expectations

Blank boxes on the report card indicate standards that have not been assessed during that grading period.

# Understanding Your Child's Standards-Based Report Card

~Kindergarten~



2016-2017

*...every child; every day; every opportunity!*

Governing Board: Aaron Jahneke, President • Clorinda Graziano, Vice President  
Bill Adams, Member • Larry Herrera, Member • Tee Lambert, Member

Dr. Paul Stanton, Superintendent

## Reading



By the end of Kindergarten the student should be able to:

- Understand the organization and features of print
- Recognize and name all upper and lower case letters
- Recognize and produce rhyming words
- Count, pronounce, blend and segment syllables in spoken words
- Pronounce beginning, middle vowel, and ending sounds in consonant-vowel-consonant words (CVC words)
- Identify and produce letter sounds
- Read common high frequency words by sight
- Read emerging reader text with purpose and understanding
- Ask and answer questions about key details in a text
- Retell stories identifying characters, settings, details and major events
- Identify the main topic and retell the key details of a text
- Identify the author and illustrator of a story or text and define the role of each in telling a story or presenting ideas
- Ask and answer questions about unknown words
- Compare and contrast the experiences and adventures of characters in a story
- Identify basic similarities and differences between two texts on the same topic

## English Language Arts

By the end of Kindergarten the student should be able to:

### Writing



- Print legibly upper and lower case
- Produce and expand complete sentences in shared language activities
- Use the writing process to share and publish writing
- Use writing and drawing to express an opinion
- Use writing and drawing to produce narrative writing
- Use writing and drawing to explain information about a topic

### Language



- Demonstrate the use of **C**apitalization, **U**sage (grammar), **P**unctuation and **S**pelling when writing (CUPS)



### Speaking and Listening

- Participate in collaborative conversations about topics and texts
- Express ideas, information, opinions and questions clearly

## Math



By the end of Kindergarten the student should be able to:

- Count to 100 by ones and by tens
- Count and represent a quantity and represent it with a numeral (0-20)
- Apply understanding of the relationship between number and quantity (1:1 correspondence, conservation and counting by adding 1)
- Accurately track and count objects arranged in a line, in an array, in a circle (0-20) or in a scattered configuration (0-10)
- Compare numerals and quantities between 1-10
- Solve addition and subtraction word problems within 10
- Decompose numbers less than or equal to 10
- Given a number (1-9), identify the number needed to make 10
- Fluently add and subtract within 5
- Compose and decompose numbers 11-19 into a group of 10 and some ones
- Classify and count the number of objects in categories
- Identify and describe 2D and 3D shapes
- Analyze, compare, create, and compose shapes

## Science



By the end of Kindergarten the student should be able to:

- Participate in the scientific inquiry process
- Investigate forces that make things move
- Identify plants and animals and their basic needs for growth and survival
- Classify natural and man-made objects

## Social Studies



By the end of Kindergarten the student should be able to:

- Recognize how history is the story of events, people and places in the past
- Discuss and recognize national symbols, monuments and holidays
- Identify and recognize the importance of community helpers
- Recognize geographic features on a map
- Distinguish between wants and needs

## Art



By the end of Kindergarten the student should be able to:

- Create artworks demonstrating the concepts of color, line, shape and/or pattern
- Demonstrate understanding of how art relates to history, literature and culture
- Evaluate artwork by identifying the use of color, line, shape and pattern
- Actively participate, follow directions, work well with others and take responsibility for individual choices

## Music



By the end of Kindergarten the student should be able to:

- Create and perform music: singing/playing instruments and reading/composing music
- Evaluate music aurally/visually to identify rhythmic/melodic patterns, instruments, timbre, tempo, pitch and dynamics
- Relate music to the arts, other disciplines, history and cultures
- Actively participate, follow directions, work well with others, and take responsibility for individual choices

## Physical Education



By the end of Kindergarten the student should be able to:

- Demonstrate a variety of motor skills, movement patterns and concepts
- Demonstrate and discuss basic fitness, health and nutrition
- Actively participate, follow directions, work well with others, and take responsibility for individual choices

## Characteristics of a Successful Learner



- Follows classroom and school rules.
- Accepts responsibility for actions
- Respects the right of others
- Follows directions to complete tasks and assignments
- Works cooperatively with others
- Works independently
- Listens attentively

## Move On When Reading



WESD is committed to the success of our young children, especially in the area of literacy. Throughout this school year, you will receive information about your child's reading progress. Your child's teacher will provide you with detailed information as to how well your child is reading, the instruction your child is receiving, and how you can help at home.

There is a connection between your child's progress in early literacy and Arizona's Move On When Reading law, Arizona Revised Statute, §15-701. This law requires that a third grade student not be promoted if the student does not meet the criteria established on the statewide assessment, now known as AzMERIT. There are specific exemptions, to include students served through an individualized education plan (IEP) or a student who is an English language learner and has received less than two years of English instruction.

Your child's growth in reading is assessed multiple times a year from kindergarten through third grade. Reviewing your child's work, progress reports and report cards, as well as attending parent-teacher conferences, your school's parent nights, and most of all, reading daily at home with your child, all contribute to successful literacy development.