

# Kindergarten Report Card Parent Guide: Quarter 1



## Kindergarten Standards and Rubrics for Reporting Progress

The ELA B.E.S.T. Standards and math Florida Standards are reported to families on the Kindergarten Report Card. In selecting the standards that are reported to families, consideration was given to the standards that are most critical to success in first grade. Many of the standards selected encompass mastery of other standards; therefore, not all standards will be individually reported.

Language Arts	Mathematics
<ul style="list-style-type: none"> <li>• ELA.K.R.1.1 Describe the main character(s), setting, and important events in a story.</li> <li>• ELA.K.R.3.1 Identify and explain descriptive words in text(s).</li> <li>• ELA.K.R.3.2 Retell a text orally to enhance comprehension.               <ul style="list-style-type: none"> <li>a. Use main character(s), setting, and important events for a story</li> </ul> </li> <li>• ELA.K.C.2.1 Present information orally using complete sentences.</li> <li>• ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.</li> <li>• ELA.K.R.3.3 Compare and contrast characters' experiences in stories.</li> <li>• ELA.K.R.2.2 Identify the topic of and multiple details in a text.</li> <li>• ELA.K.R.3.2 Retell a text orally to enhance comprehension.               <ul style="list-style-type: none"> <li>a. Use topic and details for an informational text</li> </ul> </li> <li>• ELA.K.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.</li> <li>• ELA.K.C.4.1 Recall information to answer a question about a single topic.</li> <li>• ELA.K.F.1.1 Demonstrate knowledge of the basic concepts of print.               <ul style="list-style-type: none"> <li>a. Locate a printed word on a page.</li> <li>b. Distinguish letters from words within sentences.</li> <li>c. Match print to speech to demonstrate that language is represented by print.</li> <li>d. Identify parts of a book (front cover, back cover, title page).</li> <li>e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.</li> </ul> </li> <li>• ELA.K.F.1.1 Demonstrate knowledge of the basic concepts of print.</li> <li>• ELA.K.F.1.1 Demonstrate knowledge of the basic concepts of print.               <ul style="list-style-type: none"> <li>a. Identify all upper- and lowercase letters of the alphabet.</li> </ul> </li> <li>• ELA.K.F.1.2 Demonstrate phonological awareness.               <ul style="list-style-type: none"> <li>a. Blend and segment syllables in spoken words.</li> <li>b. Identify and produce alliterative and rhyming words.</li> <li>c. Blend and segment onset and rimes of single-syllable words.</li> <li>d. Identify the initial, medial, and final sound of spoken words.</li> <li>e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.</li> <li>f. Segment and blend phonemes at the beginning or end of a spoken word and say the resulting words.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Counting and Cardinality (K.CC.1.1; K.CC.1.3; K.CC.2.4)</li> <li>• Operations and Algebraic Thinking (K.OA.1.2; K.OA.1.a)</li> <li>• Numbers and Operations in Base Ten (K.NBT.1.1)</li> <li>• Measurement and Data (K.MD.1.a; K.MD.2.3)</li> <li>• Geometry (K.G.1.1; K.G.2.6)</li> </ul>

<ul style="list-style-type: none"> <li>• ELA.K.F.1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. <ul style="list-style-type: none"> <li>a. Demonstrate knowledge of the most frequent sound for each consonant.</li> <li>b. Demonstrate knowledge of the short and long sounds for the five major vowels.</li> <li>c. Decode consonant-vowel-consonant (CVC) words.</li> <li>d. Encode consonant-vowel-consonant (CVC) words.</li> </ul> </li> <li>• ELA.K.F.1.4 Recognize and read with automaticity grade-level high frequency words.</li> <li>• ELA.K.C.1.1 Print many upper- and lowercase letters.</li> <li>• ELA.K.C.1.2 Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.</li> <li>• ELA.K.C.1.3 Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.</li> <li>• ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.</li> <li>• ELA.K.C.1.5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.</li> <li>• ELA.K.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</li> </ul>	
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Evidence of student learning and progression toward ELA B.E.S.T. and math Florida Standard proficiency should come from multiple sources. Teachers have multiple methods of collecting and recording evidence to guide instruction as well as inform parents of progress. Evidence of learning is part of what happens daily in the classroom.

The ELA B.E.S.T. Standards and math Florida Standards are written with the skills and knowledge required of students by the end of the year. Teachers will use a rubric to determine how students are progressing toward proficiency of the standards. Since the standards are end of year expectations, families should expect to see students' performance level grow across the year from a score of 1 to a score of 3 or 4 by the end of the year. Below is a list of the performance levels that are used on the report card.

**Definitions of performance levels that are used on the report card:**

4	The student has an advanced understanding and exceeds end of year grade level standard proficiency. A student receiving a 4 shows self-motivation and demonstrates this advanced knowledge at school.
3*	The student demonstrates proficiency on end of year grade level standard proficiency. A student receiving a 3 shows solid knowledge and has proficient understanding of concepts and skills.
2	The student is approaching <i>end of year</i> grade level standard proficiency. A student receiving a 2 understands basic skills and concepts, but is not yet independent. The student is applying concepts and skills with increasing success.
1	The student is beginning progress towards <i>end of year</i> grade level standard proficiency. A student receiving a 1 benefits from additional support.
L	The student has limited progress towards <i>end of year</i> grade level standard proficiency.
	The standard is not assessed during this quarter.

*\*The 3 is the grade level expectation and is what all students should meet by the end of the year.*

Social studies, science, and electives (e.g., art, physical education, music) will be graded using the following codes:

- S- Satisfactorily working on grade level expectations
- N- Needs Improvement working on grade level expectations

**Criteria for Possible Retention:**

**Both** of the following criteria must be in place for a student to be considered for retention:

- Final Average of “L” in Quarter 4 ELA grade
- Scale Score of 120 or below on i-Ready ELA Diagnostic 3

**Note: The Quarter 4 ELA grade will serve as the final ELA grade.**

Below are the standards that will be assessed throughout Quarter 1. Since this is the first time these standards are being assessed, a student earning a 1 in Quarter 1 is considered to be ***right where they need to be at the beginning of the year***. Each learning progression details what a student should know and be able to do in order to progress throughout the year. The highlighted section in each progression explains the expectations for Quarter 1. **The end of year goal is for a student to earn a 3 for all assessed standards.**

## Reading

Story Elements/Retelling					
Rubric Score	L- Limited Progress Toward Standard Proficiency	1 – Beginning Demonstration of Standard (QUARTER 1 EXPECTATION)	2- Progressing Towards Standard (QUARTER 2 EXPECTATION)	3 – Meets Standard	4- Exceeds Standard
				(QUARTERS 3 & 4 EXPECTATION)	
Quarters 1, 2, 3, 4	Answering questions about story elements requires excessive and continuous prompting <b>AND</b> Unable to describe any element of the story even with prompting and support	Retell a story by describing* 1 of the following: <ul style="list-style-type: none"> <li>• Main character(s)</li> <li>• Setting</li> <li>• Important events</li> </ul>	Retell a story by describing* 2 of the following: <ul style="list-style-type: none"> <li>• Main character(s)</li> <li>• Setting</li> <li>• Important events</li> </ul> <b>AND</b> may use descriptive words from the story	Retell a story by describing* <b>ALL</b> of the following: <ul style="list-style-type: none"> <li>• Main character(s)</li> <li>• Setting</li> <li>• Important events</li> </ul> <b>AND</b> using descriptive words from the story	Retell a story by describing* <b>ALL</b> elements. <b>EACH</b> element is well developed**: <ul style="list-style-type: none"> <li>• Main character(s)</li> <li>• Setting</li> <li>• Important events</li> </ul> <b>AND</b> using descriptive words from the story

Comparative Reading					
Rubric Score	L- Limited Progress Toward Standard Proficiency	1 – Beginning Demonstration of Standard (QUARTER 1 EXPECTATION)	2- Progressing Towards Standard (QUARTER 2 EXPECTATION)	3 – Meets Standard	4- Exceeds Standard
				(QUARTERS 3 & 4 EXPECTATION)	
Quarters 1, 2, 3, 4	Comparing and contrasting characters' experiences requires excessive and continuous prompting	Provides at least 1 comparison <b>OR</b> 1 contrast, which may be unrelated to feelings, events, or behaviors of characters.	Provides at least 1 comparison <b>AND</b> 1 contrast, which may be unrelated to feelings, events, or behaviors of characters.	Provides at least 1 comparison <b>AND</b> 1 contrast of characters' experiences, which include examples of specific feelings, events, or behaviors.*	Provides at least 1 comparison <b>AND</b> 1 contrast of characters' experiences, which includes examples of specific feelings, events, or behaviors from different stories.

*\*Level 3 answers include descriptive words from the text and are complete sentences. Note: Responses may be oral.*

Concepts of Print					
Rubric Score	L- Limited Progress Toward Standard Proficiency	1 – Beginning Demonstration of Standard (Quarter 1 Expectation)	2- Progressing Towards Standard (Quarter 2 Expectation)	3 – Meets Standard	4- Exceeds Standard
				(Quarters 3 & 4 Expectation)	
Quarters 1, 2, 3, 4	Demonstrates a partial understanding of any of the following: <ul style="list-style-type: none"> <li>• Parts of a book</li> <li>• Top to bottom AND left to right (return sweep)</li> <li>• Voice-print match</li> </ul>	Demonstrates an understanding of 1 of the following: <ul style="list-style-type: none"> <li>• Parts of a book</li> <li>• Top to bottom AND left to right (return sweep)</li> <li>• Voice-print match</li> </ul>	Demonstrates an understanding of 2 of the following: <ul style="list-style-type: none"> <li>• Parts of a book</li> <li>• Top to bottom AND left to right (return sweep)</li> <li>• Voice-print match</li> </ul>	Demonstrates an understanding of <b>ALL</b> of the following: <ul style="list-style-type: none"> <li>• Parts of a book</li> <li>• Top to bottom AND left to right (return sweep)</li> <li>• Voice-print match</li> </ul>	Demonstrates an understanding of <b>ALL</b> of the following in a variety of texts (e.g., books, charts, magazines): <ul style="list-style-type: none"> <li>• Parts of a book</li> <li>• Top to bottom AND left to right (return sweep)</li> <li>• Voice-print match</li> </ul>

Letter Name					
Rubric Score	L- Limited Progress Toward Standard Proficiency	1 – Beginning Demonstration of Standard (Quarter 1 Expectation)	2- Progressing Towards Standard (Quarter 2 & 3 Expectation)	3- Meets Standard (Quarter 4 Expectation)	4- Exceeds Standard
Quarters 1, 2, 3, 4	Identifies less than 17 letters of the alphabet (upper- and lowercase)	Identifies 17-22 letters of the alphabet (upper- and lowercase)	Identifies 23-40 letters of the alphabet (upper- and lowercase) (Quarter 2 Expectation)	Identifies all 52 letters of the alphabet (upper- and lowercase) (Quarter 4 Expectation)	Identifies ALL 52 letters of the alphabet (upper- and lowercase) fluently
			Identifies 41-51 letters of the alphabet (upper- and lowercase) (Quarter 3 Expectation)		

Learning and Applying Foundational Reading Skills (Phonological Awareness)					
Rubric Score	L- Limited Progress Toward Standard Proficiency	1 – Beginning Demonstration of Standard (Quarter 1 Expectation)	2- Progressing Towards Standard (Quarter 2 Expectation)	3 – Meets Standard (Quarters 3 & 4 Expectation)	4- Exceeds Standard
				Quarters 1, 2, 3, 4	
				<ul style="list-style-type: none"> <li>All of the above</li> </ul> (Quarter 4 Expectation) Student may require supporting materials*	

## Draw, Dictate, and Write Texts

Rubric Score	L- Limited Progress Toward Standard Proficiency	1 – Beginning Demonstration of Standard <i>(Quarter 1 Expectation)</i>	2- Progressing Towards Standard <i>(Quarter 2 Expectation)</i>	3 – Meets Standard <i>(Quarters 3 &amp; 4 Expectation)</i>	4- Exceeds Standard
		<b>Quarters 1, 2, 3, 4</b>	Uses a combination of any of the following to convey thoughts: <ul style="list-style-type: none"> <li>• scribbling</li> <li>• drawing</li> <li>• mock letters</li> </ul>	Demonstrates the following <ul style="list-style-type: none"> <li>• Uses drawings, dictating, and random strings of letters to convey thoughts</li> <li>• Uses some structure of the genre</li> </ul>	Demonstrates the following: <ul style="list-style-type: none"> <li>• Uses drawings and dictating to convey thoughts</li> <li>• Uses labels with most sounds represented phonetically</li> <li>• Uses some structure of the genre</li> </ul>

# Mathematics

## Count Forward

Rubric Score	L- Limited Progress Toward Standard Proficiency	1 – Beginning Demonstration of Standard (Quarter 1 Expectation)	2- Progressing Towards Standard (Quarter 2 Expectation)	3 – Meets Standard	4- Exceeds Standard
				(Quarters 3 & 4 Expectation)	
Quarters 1, 2, 3, 4	Not yet able to count consistently within 20	<ul style="list-style-type: none"> <li>Counts to <b>20</b> by ones (May occasionally omit or substitute one number)</li> </ul>	<ul style="list-style-type: none"> <li>Counts to <b>50</b> by ones (May occasionally omit or substitute one or two numbers)</li> <li>AND</li> <li>Begins counting to <b>100 by tens</b> (May omit a number or is unable to count by tens in standard order)</li> </ul>	<ul style="list-style-type: none"> <li>Counts to <b>100 by ones</b></li> <li>AND</li> <li>Counts to <b>100 by tens</b></li> </ul>	<ul style="list-style-type: none"> <li>Counts to <b>100</b> by ones and by tens</li> <li>AND</li> <li>Counts beyond 100 using standard order</li> </ul>

## Represents Sets of Objects

Rubric Score	L- Limited Progress Toward Standard Proficiency	1 – Beginning Demonstration of Standard (Quarter 1 Expectation)	2- Progressing Towards Standard (Quarter 2 Expectation)	3 – Meets Standard	4- Exceeds Standard
				(Quarters 3 & 4 Expectation)	
Quarters 1, 2, 3, 4	Not yet able to read, write, or represent a given number	<ul style="list-style-type: none"> <li>Reads numerals <b>0-5</b> in random order</li> <li>AND</li> <li>Write numeral to represent numbers <b>0-5</b> (may have some reversals but with questioning has an understanding of the value of the number)</li> </ul>	<ul style="list-style-type: none"> <li>Reads numerals <b>0-10</b> in random order</li> <li>AND</li> <li>Write numeral to represent numbers <b>0-10</b> with objects (may have some reversals but with questioning has an understanding of the value of the number)</li> </ul>	<ul style="list-style-type: none"> <li>Reads numerals <b>0-20</b> in random order</li> <li>AND</li> <li>Writes numeral to represent numbers <b>0-20</b> (may have some reversals but with questioning has an understanding of the value of the number)</li> </ul>	<ul style="list-style-type: none"> <li>Writes numeral to represent the set <b>0-20</b> (may have some reversals)</li> <li>AND</li> <li>Counts groups of objects with flexibility (e.g., arranged in a line, rectangular array or scattered)</li> </ul>

### Counting and Cardinality (Concept of One Larger)

Rubric Score	L- Limited Progress Toward Standard Proficiency	1 – Beginning Demonstration of Standard (Quarter 1 Expectation)	2- Progressing Towards Standard (Quarter 2 Expectation)	3 – Meets Standard (Quarters 3 & 4 Expectation)	4- Exceeds Standard
<b>Quarters 1, 2, 3, 4</b>	Not yet able to count using standard order of number names or one to one correspondence	<ul style="list-style-type: none"> <li>Counts a set of objects using standard order and one-to-one correspondence for sets of objects <b>0-5</b></li> <li><b>Be aware student;</b></li> <li>May demonstrate understanding of cardinality, i.e. when counting a set of objects, the last number name said tells the number of objects that are in that set <b>(0-5)</b></li> <li>May answer “one more” questions without recounting <b>(0-5)</b></li> </ul>	<ul style="list-style-type: none"> <li>Counts a set of objects using standard order and one-to-one correspondence for sets of objects <b>0-10</b></li> <li><b>AND</b></li> <li>Demonstrates understanding of cardinality, i.e. when counting a set of objects, the last number name said tells the number of objects that are in that set <b>(0-10)</b></li> <li><b>Be aware student;</b></li> <li>May demonstrate understanding of conservation of cardinality, i.e. the number of objects in that set stays the same regardless of the arrangement of the objects in the given set)</li> <li>May answer “one more” questions without recounting<b>(0-10)</b></li> </ul>	<ul style="list-style-type: none"> <li>Counts a set of objects using standard order and one-to-one correspondence for sets of objects <b>0-20</b></li> <li><b>AND</b></li> <li>Demonstrates understanding of cardinality, i.e. when counting a set of objects, the last number name said tells the number of objects that are in that set,</li> <li><b>AND</b></li> <li>Demonstrates conservation of cardinality, i.e. the number of objects in that set stays the same regardless of the arrangement of the objects in the given set <b>(0-20)</b></li> <li><b>AND</b></li> <li>Answers “one more” questions without recounting <b>(0-20)</b> and justifies answer</li> </ul>	<ul style="list-style-type: none"> <li>Counts any set of objects using standard order and one-to-one correspondence</li> <li><b>AND</b></li> <li>Demonstrates understanding of cardinality and conservation of cardinality with two digit quantities</li> <li>Answers “one more” questions <b>(0-20)</b> and justify the answer</li> <li><b>AND</b></li> <li>Answers “<b>two more</b>” or “<b>three more</b>” questions without recounting</li> </ul>

# Science and Social Studies

Social studies, science, and electives (e.g., art, physical education, music) will be graded using the following codes:

- S- Satisfactorily working on grade level expectations
- N- Needs Improvement working on grade level expectations

Science Topics for Quarter 1	Social Studies Topics for Quarter 1
<p><b>Nature of Science- This topic will be covered each quarter.</b></p> <ul style="list-style-type: none"> <li>• Collaborate with a partner to collect information.</li> <li>• Make observations of the natural world and know that they are descriptors collected using the five senses.</li> <li>• Keep records as appropriate -- such as pictorial records -- of investigations conducted.</li> <li>• Observe and create a visual representation of an object which includes its major features.</li> <li>• Recognize that learning can come from careful observation.</li> </ul> <p><b>Living Things</b></p> <ul style="list-style-type: none"> <li>• Recognize the five senses and related body parts.</li> <li>• Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.</li> <li>• Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.</li> </ul>	<ul style="list-style-type: none"> <li>• American Flag, Pledge of Allegiance, Constitution Day</li> <li>• Maps and Globes</li> <li>• Rules and Responsibilities</li> <li>• Calendar Time</li> <li>• History tells the story of people in the past and things that happened in the past</li> </ul>