

Kindergarten Report Card

A Guide for Parents and Guardians



Sioux Falls School District
Revised 2017

Report Card Information

The Sioux Falls School District believes that monitoring your child's growth and achievement is very important. Communicating this to you in a timely and readable format is equally important. You are your child's first teacher and a very important partner in our effort to meet the individual needs of each child attending our elementary schools. The purpose of the report card is

*To inform students and parents/guardians of their progress toward grade level learning expectations.
It identifies each individual's strengths and areas where growth is needed in both academics and in learning behaviors.*

You will notice that our report cards reflect the South Dakota State Standards for all subject areas. As the standards are modified at the state level, those modifications will be made to this document. Students will be rated based on proficiency with each standard. The rating guide provides you with information concerning your child's understanding of the concepts for each subject area.

If you have any questions concerning information on your child's report card at any time throughout the year, please don't hesitate to contact the child's teacher and/or principal.

Academic Achievement

The report card is based on South Dakota Standards. A learning topic may contain several standards. Teachers will mark the learning topic based on what has been taught up until each grading period.

All subjects will be marked with 4, 3, 2, or 1 as described below. Not every learning topic will be addressed every quarter. If no letter appears in the box, then that learning topic was not a focus for that quarter and no rating has been given.

The statements below provide definitions for each marking level.

Academic Performance Levels	
The student consistently demonstrates deep understanding and independent mastery of the portions of the grade level standards taught this quarter. The student applies and/or extends processes and skills for that grade level.	4
The student demonstrates understanding of the portions of the grade level standards taught this quarter and can apply concepts in a variety of contexts much of the time.	3
The student is beginning to demonstrate understanding of the portions of the grade level standards taught this quarter, but needs some assistance.	2
The student is not meeting the portions of the grade level standards taught this quarter, even with assistance.	1

Curriculum Codes

The purpose of a Curriculum Code is to inform parents/guardians if accommodations or modifications have been provided in order to meet the needs of their child. These codes may appear at the beginning of the academic learning topic.

Alternate Curriculum	This code is used for students who need a completely different (alternative) curriculum through an Individualized Education Plan (IEP).	K
With Accommodations	This code is used if more than one accommodation takes place to support your child in learning the standards and/or in taking the assessments.	M
Language Modifications	Teachers may use this code if he/she needs to modify instruction to support a child for whom English is a second language.	LM

Learning Behaviors

Parents/guardians will also receive information about their child's learning behaviors through their report cards. The behaviors listed on each report card give parents/guardians important information regarding the child's work habits and effort shown during the school day. If one or more of the behaviors listed needs to be improved, those behaviors will be marked. If no mark appears, the parent/guardian may assume that the child's behavior in that area is appropriate for his/her grade level.

Comments

At the end of each section of the report card, there is a comment section in which the teacher will be able to provide specific information regarding the student's understanding and performance in that subject area. If the parent/guardian has additional questions or concerns, he or she is encouraged to contact the teacher.

English Language Arts Achievement

Kindergartners in the Sioux Falls School District will take the first steps to becoming lifelong readers and learners. As part of the recent curriculum study of the English Language Arts, the following vision statement was adopted for the English Language Arts program in Sioux Falls:

We will inspire our students to become lifelong readers, competent writers, confident speakers, and critical listeners.

Kindergartners will be exposed to a wide variety of text throughout the year—both literature and informational. In addition to reading (and being read to), your child will also begin experimenting with communicating with others through writing.

Using a program called *The Collaborative Classroom*, teachers will provide an intentional environment in which students becoming caring members of a learning community. They will learn to think, discuss, and share their ideas as they come to value the thinking of others. If you are able to visit your child's classroom, you will notice that:

- Students are invested in their own learning
- Learners actively participate
- Teachers become learners at times, and learners sometimes teach
- Respect is given to every member of the classroom
- Diversity is celebrated

- All contributions are valued
- Students learn skills for resolving conflicts

Students' work will be evaluated on several learning topics and that learning will be reported to the parents through the report card under the following headings:

- **Reading: Literature** includes stories and poems.
- **Reading: Informational Text** includes primarily non-fiction. The units of study include the following topics:
 - The Reading Community
 - Making Connections
 - Retelling
 - Visualizing
 - Wondering
 - Using Text Features
- **Reading: Foundational Skills** includes elements of phonemic awareness (sounds), phonics (letters), and an understanding of how sounds and words work. Students will engage in shared reading in which all students take part in reading stories and poems together and in small group instruction which provides students with the opportunity to learn about print and how to begin the reading process.
- **Writing** includes opinion writing, narrative writing and informational writing. Students will move through units of study in:
 - The Writing Community
 - Getting Ideas
 - Telling More
 - Just the Facts
 - Exploring Words Through Poetry
- **Speaking and Listening** includes using speaking and listening as important elements of communication. Throughout Collaborative Classroom, students learn to work together, develop social skills, and take responsibility for their learning. A number of the social skills taught in kindergarten will provide the student with opportunities to practice both speaking and listening. For example:
 - Participating in partner work and class discussions
 - Listening respectfully to others
 - Taking turns talking and listening
 - Speaking clearly so others can hear
- **Language** includes spelling, grammar and the conventions of writing and speaking. Students will participate in word study to begin to learn how to spell words and in writing activities which will help them to learn about capitalization and punctuation.

Mathematics Achievement

In kindergarten, instructional time will focus on these most important areas:

1. Knowing number names and the counting sequence
2. Counting to tell the number of objects
3. Comparing numbers (which is larger/smaller)
4. Understanding addition as “putting together” and “adding to,” and understanding subtraction as “taking apart” and “taking from”
5. Working with numbers from 11-19 to gain foundations for place value

In support of this work, students will also work on classifying objects and counting the number objects in categories and analyzing, comparing, creating, and composing shapes.

Parents will receive information regarding their child’s achievement level on the report card in the following areas:

- **Counting and Cardinality** (number names and counting in a given sequence, counting to tell the number of objects, and comparing numbers)
- **Operations and Algebraic Thinking** (understanding that addition means “putting together” and “adding to” and that subtraction means “taking apart” and “taking from”)
- **Number & Operations in Base 10** (working with numbers from 11-19 to gain a foundation for place value)
- **Measurement and Data** (comparing measurable attributes, like length and weight; classifying objects and counting the numbers of objects in each category)
- **Geometry** (identifying, describing, and comparing two-dimensional shapes like squares, circles, triangles, etc. and three-dimensional shapes like cubes, cones, cylinders, and spheres)

Students in kindergarten will also receive a rating in **Mathematical Practices**. The Standards for Mathematical Practice describe varieties of expertise that will be taught and reinforced throughout the child’s school career. These practices are based on important processes and proficiencies that are necessary for students to be successful in mathematics. Beyond the content—like learning about addition and subtraction—students will learn to be **problem solvers**, to **communicate their thinking** and to **defend their reasoning**. They will also learn to **become fluent in their ability to carry out a procedure** and **will see mathematics as sensible, useful and worthwhile**.

Science and Health Achievement

Kindergartners devote three quarters to science learning and one quarter to health (although the health lessons tend to be taught on an ongoing basis in kindergarten). These learning topics include:

- **Life Science**
 - Living things: What they need and how they respond to their environments
- **Physical Science**
 - Energy: Pushes and pulls
- **Earth/Space Science**
 - The Sun and weather
- **Health**
 - Feelings/emotions and nutrition

Social Studies Achievement

Kindergartners will also study four topics in the area of social studies. These learning topics include:

- **History**
 - Famous historical figures and national celebrations
- **Geography**
 - Beginning work with maps and globes
- **Civics (Government)**
 - Citizenship, patriotism, traffic safety, and occupations
- **Economics**
 - Needs/wants, money