

Understanding your child's

REPORT CARD

For 4-Year Old
Kindergarten (4K)

- Understanding your child's report card
- Communication between home & school
- Academic measures
- Descriptors of what your child will learn during Semester 1



Semester 1

Prepared for by the School District of
Menomonee Falls Office of Teaching & Learning

Understanding your Child's Report Card

This report card is based on the Wisconsin Model Early Learning Standards. These standards specify developmental expectations for children from birth through entrance to first grade. Also important in measuring your child's growth is our belief that children are individuals who develop at various rates. We believe young children exhibit a range of skills and competencies and that all learning domains (social/emotional, physical, cognitive, approaches to learning and language/communication) are interrelated. We use the state standards, observations and assessments to promote child development, to set appropriate expectations for individuals and to communicate with families. We are privileged to provide experiences where your child learns through play and is given time to develop at his/her own pace. If ever you have any questions feel free to contact your child's teacher. Working closely with families increases student success and we recognize that you are the most important teacher in your child's life.

The purpose of the report card is to communicate your child's performance in relation to the district benchmarks. Families can use this information to team with teachers in order to support their child's learning. Please note that the report card has both the Semester 1 I can statements and the Semester 2 I can statements listed. At this time, we are only reporting out on the Semester 1 skills. The Semester 1 skills are the ones with grades listed behind them. The Semester 2 skills are the ones with two gray boxes to the right. Once we report out on Semester 2, at the end of the school year, grades will appear in the second column behind the Semester 2 I can statements.

Home/School Communications

We welcome your partnership in helping your child achieve success in school. Building this partnership is important to us and we are committed to two-way communication. Listed below are some of the intentional communications we built into our system. If you have questions or concerns, please contact your child's teacher.



Parent Outreach

4K parent outreach activities are intended to develop and promote partnerships between families and schools and to support families in their role as the primary educators of their children. Parents are valued core partners in the educational process. Families have both the right and the responsibility to share in decisions about their child's education and development. Activities can focus on a variety of topics that are supportive to families. Activities focus on academic development, social emotional development, health and safety, connections to community resources and activities that strengthen relationships with school district personnel/initiatives.

Ways we Intentionally Communicate



- Ready, Set, Go Conferences
- Parent/Teacher Conferences
- Learning Journals
- Parent & Teacher notes, phone calls, emails
- Classroom newsletter
- District/school Facebook
- District school calendar
- Report Cards
- District/school website

Get Involved

There are many ways to support your child's learning journey. Listed below are just a few.

- Volunteer in your child's classroom or school.
- Attend Ready, Set, Go conferences.
- Attend parent-teacher conferences.
- Attend parent outreach events.
- Join the Parent Teacher Organization.
- Complete family projects with your child.
- Have regular conversations with your child about completed work brought home.
- Use the information in this pamphlet to guide conversations about what your child is learning in school.
- Contact your child's teachers with questions or concerns



Academic Measures

Your child will be assessed through formal and informal assessments as well as observation. Information gathered during these times will be used in a rubric to determine whether your child is meeting, working toward or working below the standard.

3 - MEETING STANDARD

If a student receives a 3, this means that they are meeting the semester benchmark. The student consistently demonstrates the skills and/or understands concepts at a level that meets expectations for this reporting period.

2 - APPROACHING STANDARD

If a student receives a 2, this means that they are on their way to meeting the semester benchmark, just not quite meeting it at this time. The student sometimes demonstrates the skill and/or partially understands the concepts and meets some expectations for this reporting period.

1 - BELOW STANDARD

If a student receives a 1, this means that they are not yet meeting the semester benchmark that has been set. The student seldom demonstrates the skills and/or understands the concepts for this reporting period and requires extended time, support and/or practice

What Should My Child Be Able to Do to Meet Expectations during this Semester?

Health & Physical Development

I can take care of myself at school with help.

- With reminders: wash hands, use the toilet, wipe nose, dress, clean up snack, care for personal belongings, etc.

I can use my body safely in the classroom with help.

- Demonstrates safe behaviors with reminders:
 - walking feet, hands to self, sitting, dancing, tool/toy safety.

I can move my body in many ways with help.

- Participates in gross motor activities with encouragement.

I can hold my writing tool the right way with help.

- Modified Tripod Grasp or Static Tripod Grasp
- Fingers NOT moving with writing tool: arm, wrist, shoulder, elbow moves).

II can cut lines with scissors with my thumb up and use my helping hand to turn the paper.

- Cuts straight lines with a scissors, thumb up and uses the helping hand to turn the paper.

I can color inside the lines and fill the space with color with help.

- Attempts to color in the lines and fill in the white space.

I can draw a picture of a 6 part person with help.

- Draws a six part person with help. (head, body, arms, legs, eyes, mouth)



Approaches to Learning

I can keep learning when things in the classroom change.

Is flexible and responds in an age appropriate manner to changes in routine and schedule.

I can focus my attention for a little while.

- Attends for short periods of time.

I can finish my work.

- Sees simple tasks to completion.

Social and Emotional Development

I can learn about my feelings.

- Identifies feelings.

I can learn about other people's feelings.

- Identifies the feelings of other people.

I can follow the rules at school with help.

- Remembers and follows rules with few reminders and responds to redirection.

I can play by my friends.

- Engages in parallel play.

I can share and take turns with help.

- Shares and takes turns with others with help.

I can take care of the things in my classroom with help.

Uses materials in appropriate ways with assistance.

I can fix problems with my friends with help.

- Seeks adult assistance to resolve conflict.



Language Development and Communication

I can tell others what I need and want with help.

- Approaches adults and peers to express needs and wants with support.

I can ask and answer questions.

- Engages in simple conversations with others such as asking and answering questions.

I can follow 2-3 step directions.

- Follows 2-3 step directions.

I can recognize 5 rhyming words.

- Recognizes 5 rhyming words.

I can make 4 beginning sounds.

- Makes 4 beginning sounds.

I can name 13 uppercase letters.

- Recognizes 13 or more uppercase letters.

I can name 7 lowercase letters.

- Recognizes 7 or more lowercase letters.

I can make 7 letter sounds.

- Makes 7 or more letter sounds.

I can handle books correctly, ask questions and make comments about them.

- Handles books correctly and asks questions and makes comments.

I can write some of the letters in my name.

- Writes some of the letters in their first name.

I can write 4 letters.

- Writes 4/26 letters (uppercase or lowercase, reversals and incorrect formation are okay.)



Cognitive and General Knowledge Development

I can count to 5.

- Counts aloud to 5.

I can count 5 objects.

- Arranges and counts objects from a group 1-5.

I can name groups of 1- 4 dots without having to count them one by one.

- Names quantities to 4 instantly.

I can read numerals to 5.

- Names all numerals to 5.

I can sort objects with help.

- Sorts objects by color with a model.

I can compare sets to 5 and tell which group has more and which group has less.

- Compares sets to 5 and labels more and less.

I can match sets and numerals to 5.

- Matches sets and numerals to 5.

I can point to a circle, triangle, square and rectangle.

- Points correctly to all 4 shapes.

I can name all possible combinations to make 3.

- Names all combinations to make 3.

I can extend an ABAB pattern.

- Extends ABAB pattern.

