

Understanding your child's

REPORT CARD

For Kindergarten

- Top 10 tips for understanding your child's report card
- Communication between home and school
- Academic measures
- Descriptors of what your child will learn during trimester 1



Trimester 1

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

TOP 10 TIPS

Understanding your Child's Report Card

The purpose of the report card is one component of the larger communication plan between parents and the school. The purpose is to regularly communicate how a student is progressing and where the student is performing in relation to expected targets he/she should meet at the end of each reporting period.

1. The report card is based on the standards adopted by the School District of Menomonee Falls. The standards define what all students should know and be able to do in every subject, from kindergarten through grade 5.

2. The School District of Menomonee Falls chose report "indicators" that represent the knowledge students must acquire for each reporting period.

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:

Academic Indicators	
3	Meeting Standard
2	Approaching Standard <input type="checkbox"/>
1	Below Standard
NG	Not Graded

5. Your child may 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.

6. Included in this booklet are descriptions of what your child should be able to do to meet each expectation.

7. Your child will get marks for "Learner Behavior Expectations". These marks will be:

Learner Behavior Expectations	
3	Consistently meets expectations
2	Sometimes meets expectations
1	Rarely meets expectations

8. Learner behavior expectations are important because developing good habits help your child learn.

9. 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.

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



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.

Ways we Intentionally Communicate



- Parent Information Night
- Parent/Teacher Conferences
- Trimester grade report
- Parent & Teacher notes, phone calls, emails
- Class or School newsletter
- District/school Facebook
- District school calendar
- Schoology
- District 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 parent-teacher conferences
- Join the Parent Teacher Organization
- Become a Junior Achievement volunteer
- Have regular conversations with your child about homework or 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

3 - MEETING STANDARD

Meets expectations for this reporting period. The student consistently demonstrates the skills and/or understands concepts at a level that meets expectations for this reporting period. A "3" indicates the student has a proficient understanding. A "3" indicates that the student is right on track with our high academic expectations.

2 - APPROACHING STANDARD

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

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

1 - BELOW STANDARD

Does not meet expectations for this reporting period. The student seldom demonstrates the skills and/or understands concepts for this grading period. A "1" indicates the student demonstrates minimal understanding and requires extended time, support and/or practice.

NG

Progress on these indicators is not reported for this grading period. That does not, however, mean learning is not developing around the concept.

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

English Language Arts

Applies grade-level phonics skills to read and spell words

- Recognize and name all 26 uppercase letters
- Recognize and name 20 or more lowercase letters
- Uses beginning and ending sounds to spell simple words

Accurately and fluently reads common high-frequency words

- Reads 12/12 kindergarten snap words
- Find known words in a story

Applies phonological awareness skills

- Say 18 or more letter sounds
- Be able to recognize rhyming words

Demonstrates concepts about print

- Identify the front and back covers of a book
- Show where a story starts
- Move through a story in order
- Show what a letter is
- Show what a word is
- Point to each word as a sentence is read aloud to them
- Identify a period

Reads grade-level texts with purpose and understanding

- Read a level A text with 90% accuracy or higher
- Retell familiar story books using expression

Uses reading strategies to decode words and comprehend

- Use the pictures to help read a story
- Read a book cover to cover
- Look at beginning sounds of words to help read the word



English Language Arts (continued)

Retells stories in sequence

- Retell a story they just read
- Use pictures to help read a familiar story

Actively participates in conversations about books

- Answer questions about a story they just read
- Have eyes on book
- Take care of books
- Turn one page at a time
- Read a book cover to cover
- Sit with a partner, side by side with a book in the middle
- Take turns reading/sharing with partner
- Share thinking about a story

Applies grade level conventions and grammar in writing/speaking

- Spell 10 or more kindergarten snap words

Elaborates and revises writing

- Tell, write, or draw about an event that happened to them
- Uses uppercase or lowercase letters to label pictures they have drawn

Mathematics

Counting & Cardinality

- Knows number names and the count sequence
 - Count to 20
 - Identify numbers to 10
 - Write to 10
 - Count forward from numbers other than 1
- Count to tell the number of objects
 - Say 1 number in order for each object counted
 - Tell the number of objects just counted in a group
 - Say number of dots on a card without counting them one by one
- Compare numbers
 - Compare sets of dots and say which is more and which is less



Mathematics (continued)

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from
 - Add two groups of objects and tell the total number within 10

Numbers and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place work

Measurement and Data

- Describe and compare measurable activities
- Classify objects and count the number of objects in each category

Geometry

- Identify and describe shapes
 - Name 5 shapes (square, rectangle, triangle, circle, hexagon)
- Analyze, compare, create and compose shapes
 - Draw a circle, square and triangle
 - Tell the number of sides a shape has

Social Studies

Understands Social Studies Content

- Explain the jobs and responsibilities within the classroom
- Explain the jobs and responsibilities of community helpers

Asks and Answers Questions About Social Studies Themes

- Generate questions about books and through conversations in the classroom
- Provide a reason to support an answer

Science

Communicates Scientific Ideas

- Observe the sky at different times of the day
- Explore about different types of weather
- Explore rocks, soil, and water
- Discuss recycling
- Discuss how the sun makes temperature change

Uses the Inquiry Process

- Tell what a scientist does
- Makes observations, ask questions and share their learning



Physical Education

Although the skill and form remain the same, the skill maturity, intensity, equipment and area used in physical education are adjusted or modified for each grade level based on student development.

Students will:

- Develop, refine and apply age-appropriate locomotor and movement patterns
- Control an object using feet, hands, or equipment (dribble, throw, catch, kick, strike)
- Actively participate in physical education class
- Follow directions (safe behaviors, rules, taking turns, using equipment and appropriate space)

Students in grades K-2 will participate in the following physical education units throughout the school year.

- Game Play
- Kicking, Throwing, Catching, and Bouncing
- Body and Spatial Awareness
- Bean Bag Manipulatives
- Bowling
- Cooperative Games
- Hula Hoop Manipulatives
- Jump Rope
- Tumbling
- Fitness Testing/Fitness Games/Lifetime Fitness Exposure

The following units are site dependent:

- Rock Wall, Yoga, Parachute



Music

Performs grade-level music skills

- Singing
- Chanting
- Reading and writing music
- Creating and improvising music
- Playing instruments

Listens to, analyzes, and evaluates the elements of music (rhythm, melody, harmony, timbre, form, texture, and dynamics)

- Purposefully listens to music
- Demonstrates musical qualities through movement
- Uses music vocabulary to describe music

Engages in collaborative music making

- Demonstrates flexibility, inquisitiveness, openness and respect for the ideas and work of others, responsible risk-taking, self-reflection, self-discipline, and perseverance
- Works with commitment to achieve the goals of the ensemble (grade level, whole class, or small group)
- Understands and demonstrates appropriate concert etiquette for audience and performance



Learner Behavior Expectations

Shows Respect

Follows school rules and expectations

Listens with empathy

Uses kind actions and words

Recognizes and shows consideration for the rights and feelings of others

Demonstrates Responsibility

Follows directions

Is accountable; stays focused on task

Demonstrates organizational skills

Manages time wisely and completes assigned work on time

Collaborates with Others

Contributes responsibly in partner and group settings

Respects and considers different opinions and ideas

Shows Persistence

Is able to continue when faced with a challenge; does not give up easily

Accurately monitors own effort toward learning goals; reflects on progress

Demonstrates Flexibility

Adapts positively to new or different situations and ideas

Makes transitions efficiently

Problem Solves

Tries a variety of approaches, strategies, or alternatives

Independently considers options and attempts solutions

Communicates with Others

Actively listens

Participates in collaborative conversations; shares ideas

Takes responsible risks in sharing learning

