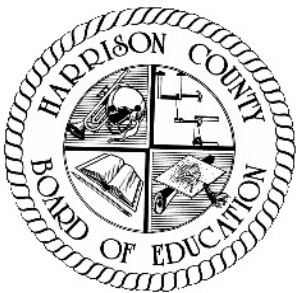
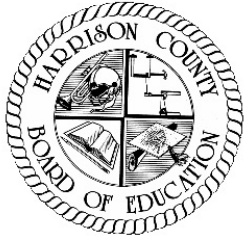


Understanding your

Kindergarten

report card





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Dear Family,

Kindergarten is such an exciting year of physical, social, and academic development and we are proud to play a part in educating your child!

The education of each student at each grade level is guided by the WV Department of Education's NxG (Next Generation) content standards that were developed to meet the needs of each developmental milestone.

Your child's kindergarten report card has been designed to help you understand the level of knowledge and understanding toward each standard. Attached in this booklet is a list of each standard for kindergarten students (left column) followed by a description of what knowledge determines one of the four assessment levels. Levels are determined by what skills have been observed throughout the school setting.

Students are constantly learning, at home, at play, and at school. Please understand that teaching occurs all school year long and students MAY be emerging in a skill that will still be a focus later in the kindergarten year.

As your child continues to learn, we ask that you review the kindergarten report card and match up the assessment level with the description in the booklet. This will help with your understanding of what your child knows, what you may help them work on at home, and how much they grow throughout the school year.

An overall description of the four assessment levels include:

- (E) Emerging – Evolving in knowledge and understanding
- (D) Developing – Advancing toward knowledge and understanding
- (S) At Standard – Demonstrates knowledge of standard **(goal by the end of kindergarten)**
- (A) Above Standard – Exceeds grade level expectation of knowledge

We hope this new report card format helps increase the understanding of your child's exciting education growth this kindergarten year!

Note: These are changes from what is printed in the Harrison County Schools' calendar – Administrative Regulation-Grading System

MATHEMATICS

STANDARD	EMERGING	DEVELOPING	AT STANDARD (goal for end of kindergarten)	ABOVE STANDARD
<u>Counting and Cardinality</u>				
<u>Know number names and count sequence</u>	<p>*Counts to 10</p> <p>*Counts groups of objects with less than five items</p> <p>*Writes some numbers 0-9</p> <p>*Says number names in order match objects with only one number</p>	<p>*Counts to 30 by 1s & 10s</p> <p>*Writes most numbers 0-10 to tell number of objects.</p> <p>*Counts to answer "how many" for groups of 0 through 10</p>	<p>*Counts to 100 by 1s and 10s</p> <p>*Counts forward starting from number other than 1</p> <p>*Writes numbers 0-20 to tell number of objects.</p> <p>*Understands that next number refers to a quantity that is one larger</p>	<p>*Recognizes patterns within the number system (0-100) (ex: even numbers, 5s, 10s)</p> <p>*Writes the number to answer the question "How many?" with larger groups of objects.</p> <p>*Develops ways to count groups of items with more than 20</p>
<u>Count to tell the number of objects</u>	<p>*Understands that the last number said names the number of items counted</p> <p>*Counts small groups of items.</p>	<p>*Counts sets of 1-10 objects arranged in a line or rectangular array. (ex: nine objects in a straight row is same as nine arranged in three rows of three)</p> <p>*When given a number 1-10, counts out that many items.</p>	<p>*Counts to answer how many for groups of 0-20 items</p> <p>*When given a number 1-20, counts out that many items.</p>	
<u>Compare numbers</u>	<p>*Compares groups of items with less than 10 by using matching ideas. (two apples and two cars both show the quantity of TWO regardless of their size difference)</p>	<p>*Compares two groups of items using matching ideas.</p> <p>*Puts in rank order, two numbers between 1-5 shown as written numerals.</p>	<p>*Uses matching and counting ideas to compare groups of items</p> <p>*Puts in rank order, two numbers between 1-10 shown as written numerals.</p>	<p>*Develops and tells ideas to compare larger sets of items.</p>

Operations and Algebraic Thinking

STANDARD	EMERGING	DEVELOPING	AT STANDARD (goal for end of kindergarten)	ABOVE STANDARD
<u>Understands addition as putting together and adding to, and subtraction as taking apart and taking from.</u>	*Shows ways for solving addition and subtraction within 5 *Uses objects to solve problems within 10	*Shows ways to solve addition and subtraction problems within 10 *Uses visual models to solve problems within 10	*Shows ways to solve word problems within 10. *Shows ways to fluently add and subtract within 5	*Uses appropriate symbols (+) (-) (=) to show addition and subtraction problems within 10 *Extends ways used to solve problems related to numbers larger than 10.

Numbers and Operation in Base Ten

<u>Work with numbers 11-19 to gain foundation for place value</u>	*Breaks down numbers up to 10 showing different possible groupings (ex: 6 and 4, 3 and 7, 1 and 9)	*Arranges items into groups to show understanding of tens and ones (ex: 18 is same as 8 and 10; 4 and 8 makes 12)	*Groups numbers from 11-19 into a ten and ones using objects, drawings, or number sentence (10+7=17)	*Shows understanding of tens and ones to numbers greater than 19.
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Measurement and Data

<u>Describe and compare measurable attributes</u>	*Identifies measurable (weight/length) characteristics of objects	*Sorts and compares objects by measurable characteristics (circles in one group; squares in another)	*Describes and compares measurable characteristics using words such as more/less, taller/shorter, etc.	*Compares common characteristics to compare two objects (ex: picture frame and book both have four sides and are both squares)
<u>Classify objects and count the number of objects in each category</u>	* Groups objects by identified characteristic	*Groups and counts numbers of objects in each group (10 or less)	*Groups objects, counts objects, and sorts into groups	*Groups numbers of objects in identified groups (ex: more squares than circles)

Geometry

STANDARD	EMERGING	DEVELOPING	AT STANDARD (goal for end of kindergarten)	ABOVE STANDARD
<p><u>Identify and describe shapes (square, circle, triangle, rectangle, hexagon, cube, cones, cylinders and spheres.)</u></p>	<p>*Relates shapes to real objects *Identifies basic 2-dimensional (flat) shapes: squares, circles, triangles, and rectangles *Follows directions of positional words (above, below, beside, in front of,</p>	<p>*Identifies basic 3-dimensional (solid) shapes: cubes, cones, cylinders, and spheres *Tells difference between 2-dimensional (flat) and 3-dimensional (solid) shapes. *Shows understanding of positional words when given oral directions</p>	<p>*Identifies all shapes regardless of size or direction shown *Describes characteristics of 2-dimensional and 3-dimensional shapes. *Describes relative location/position of objects (ex: beside of, in front of, below)</p>	<p>*Identifies a square as a type of rectangle *Compares characteristics of 2-dimensional and 3-dimensional shapes. *Uses higher level positional words. (ex: left, right, in between)</p>
<p><u>Analyze, compare, create, and compose shapes.</u></p>	<p>*Sorts objects by similarities and differences *Describes characteristics of shapes using informal words *Constructs shapes from given materials</p>	<p>*Identifies characteristics of shapes *Matches shapes to complete a picture</p>	<p>*Knows difference between defining and non-defining characteristics (recognizes that a square has four equal sides but anything with four sides is not always a square) *Makes simple shapes to form larger shapes during play (ex: two squares joined to make a rectangle)</p>	<p>*Puts shapes together and takes apart to form a design (ex: two triangles fitting to make a rectangle)</p>

ENGLISH/LANGUAGE ARTS

Reading

STANDARD	EMERGING	DEVELOPING	AT STANDARD (goal for end of kindergarten)	ABOVE STANDARD
<p><u>Retells literary texts and identify main topic in informational texts.</u></p>	<p>*With frequent help, partially retells fiction and nonfiction stories and begins to recognize story elements (character, plot, theme and setting), key details and main ideas.</p> <p>*With frequent help, asks or answers questions about key details in fiction and nonfiction stories.</p>	<p>*With some help, partially retells fiction and nonfiction stories and identifies story elements (character, plot, theme and setting), key details and main ideas.</p> <p>*With some help, asks or answers questions about key details in fiction and nonfiction stories.</p>	<p>*With little help, partially retells fiction and nonfiction stories and identifies story elements (character, plot, theme and setting), key details, main idea, and makes connections between two people, events ideas or stories.</p> <p>*With little help, asks or answers questions about key details in fiction and nonfiction stories.</p>	<p>*Retells fiction and nonfiction stories and identifies story elements (character, plot, theme and setting), key details, main idea, and makes connections between two people, events ideas or stories.</p> <p>*Asks or answers questions about key details in fiction and nonfiction stories.</p>
<p><u>Understands the structure of a book. Type of text, and discusses roles of the author and illustrator.</u></p>	<p>*With frequent help, develops vocabulary, discusses types of stories and the roles of authors and illustrators</p>	<p>*With some help, develops vocabulary, discusses types of stories and identifies the differences between authors and illustrators to understand fiction and nonfiction stories.</p>	<p>*Uses questioning to develop vocabulary, recognizes types of stories and with help, identifies the role of authors and illustrators to understand fiction and nonfiction stories.</p>	<p>*Uses questioning to develop vocabulary, recognize types of stories and identifies the role of authors and illustrators to understand fiction and nonfiction stories.</p>
<p><u>Integration of Knowledge and Ideas--- Describes the connection between</u></p>	<p>*With help identifies characters and events in familiar fiction stories.</p> <p>*With help identifies two fiction and nonfiction stories on the same topic.</p>	<p>*With help, discusses characters and events in familiar fiction stories.</p> <p>*With help, discusses two fiction and nonfiction stories on the same topic.</p>	<p>*With help, compares and contrasts characters and events across familiar stories.</p> <p>*With help, compares and contrasts two fiction and two nonfiction stories on the same topic.</p>	<p>*Compares and contrasts characters and events across familiar stories.</p> <p>*Compares and contrasts two fiction and two nonfiction stories on the same topic.</p>

STANDARD	EMERGING	DEVELOPING	AT STANDARD (goal for end of kindergarten)	ABOVE STANDARD
<u>illustrations and text in both literary and information (fiction and nonfiction) texts.</u>	*With help identifies relationships between stories and picture in fiction and nonfiction literature.	*With help, describes relationships between stories and pictures in fiction and nonfiction literature. *With help, describes relationships between stories and pictures *With help, identify authors' supporting details in fiction and nonfiction stories.	*With help, compares and contrasts relationships between story and pictures. *With help, identifies authors' supporting reasons in fiction and nonfiction text.	*Describes relationships between story and pictures. *Identifies authors' supporting reasons in fiction and nonfiction stories.

<u>Participates in group reading activities with the purpose of understanding</u>	*Shows interest in group reading experiences of fiction and nonfiction stories with developing understanding.	*Engages in group reading experiences of fiction and nonfiction stories with understanding.	*Actively engages in group reading experiences of fiction and nonfiction stories with purpose and understanding.	*Actively engages in reading experiences of fiction and nonfiction stories with purpose and understanding.
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Foundational Reading				
<u>Print Concepts - Recognizes that spoken words are represented in written language</u>	*Demonstrates left to right word recognition; recognizes and names some upper and lowercase letters of the alphabet.	*Demonstrates left to right word recognition; recognizes and names most upper and lowercase letters of the alphabet.	*Demonstrates left to right word recognition; recognizes and names all upper and lowercase letters of the alphabet.	*With help, recognizes the parts of a sentence.

STANDARD	EMERGING	DEVELOPING	AT STANDARD (goal for end of kindergarten)	ABOVE STANDARD
<u>Phonological Awareness - Recognize and produce sounds to form words</u>	*Identifies syllables, recognizes rhyming words and isolates and pronounces beginning and ending sounds in three letter words.	*Counts, divides and pronounces syllables; recognizes and makes rhyming words; and isolates and pronounces beginning and ending sounds in three letter words.	*Recognizes and makes rhyming words, counts, divides, and pronounces and blends (by beginning and end) and syllables; pronounces all three letter words and substitutes letters in one-syllable words to make new words.	*With help, orally speaks, isolates and segments letters and distinguishes between short and long vowel sounds.
<u>Phonics and Word Recognition - know and use grade level phonics to decode words</u>	*Produces the main sound for some of the consonants; reads familiar words like name and family members	*Produces the main sound for each consonant and some long and short vowel sounds; reads some high frequency sight words; and groups word families by identifying sounds and letters that are different.	*Produces the main sound for each consonant as well as for each long and short vowel sound; reads high frequency sight words; and groups word families by identifying sounds and letters that are different.	*With help, uses spelling and letter sounds and rules of dividing words into syllables to decode words including those with inflectional endings.
<u>Fluency - read age-appropriate books with understanding</u>	*Looks through books independently one page at a time and asks to have books read to them.	*Looks through books independently one page at a time and retells familiar stories or pretend reads.	*Reads emergent level stories with purposes and understandings.	*With help, reads above leveled text with accuracy, fluency, expression, purpose and understanding using context.
<u>Writing</u> <u>Text Types and</u>	*With help, use drawing and dictation to create opinion pieces including stating title of the book.	*Use drawing, dictation, writing to create opinion pieces including stating title of the book and opinion.	*Use drawing, dictation, writing to create opinion pieces including stating title of the book and opinion.	*Use drawing, and writing to create opinion pieces including stating title of the book and opinion.

STANDARD	EMERGING	DEVELOPING	AT STANDARD (goal for end of kindergarten)	ABOVE STANDARD
<p><u>Purposes --</u> <u>Draw/write/dictate to create narrative, informative, and opinion pieces.</u></p>	<p>*With help uses drawings and dictation to create stories naming and sharing information about the topic. *With help uses drawings and dictation to tell an event or events in order.</p>	<p>*With help uses drawings, dictation, and writing to create stories naming and sharing information about the topic. *With help uses drawings and dictation to tell an event or events in order with a reaction.</p>	<p>*Uses drawings, dictation, and writing to create stories naming and sharing information about the topic. *Uses drawings, dictation, and writing to tell an event or events in order with a reaction.</p>	<p>*Uses drawings, and writing to create stories naming and sharing information about the topic. *Uses drawings and writing to tell an event or events in order with a reaction.</p>
<p><u>Production and Distribution of Writing - Publish pieces of writing</u></p>	<p>*With help responds to suggestions from adults and peers to improve writing. *With help, explores a variety of digital writing tools.</p>	<p>*With help responds to suggestions from adults and peers to add details to improve writing. *With help, collaboratively looks at variety of digital writing tools to create and publish writing.</p>	<p>*With help responds to questions and suggestions from peers to add details to improve writing. *With help, explores, creates, and publishes writing with the help of a variety of digital tools and peer collaboration.</p>	<p>*Responds to feedback from peers to improve writing. *Produces, and publishes writing with the help of a variety of digital tools and peer collaboration.</p>
<p><u>Research to Build and Present Knowledge - Participate in shared research and writing projects</u></p>	<p>*With help, participates in a shared writing project. *With help, recalls information from experiences to add to a shared writing project.</p>	<p>*With help, participates in a shared research and writing project. *With help, recalls information from experiences to answer a question.</p>	<p>*Participates in a shared research and writing project. *With help, recalls information from experiences or gathers information from provided sources to answer a question.</p>	<p>*Works with peers to choose from provided topics to research and write informative stories. *Recalls information from experiences or gathers information to answer a question.</p>

STANDARD

EMERGING

DEVELOPING

AT STANDARD
(goal for end of kindergarten)

ABOVE STANDARD

Speaking and Listening

Comprehension and Collaboration-
Participates in learning conversations about grade-level topics

*With help, shows increasing ability to follow rules to participate in and continue multiple conversations with friends in small and large groups; asks and answers questions about key details of information; seeks help and clears up misunderstandings.

*Shows increasing ability to follow rules to participate in and continue multiple conversations with friends in small and large groups; asks and answers questions about key details of information; seeks help and clears up misunderstandings.

*Follow rules to participate in and continue multiple conversations with friends in small and large groups; asks and answers questions about key details of information; seeks help and clears up misunderstandings.

*Builds on conversations by responding to others with care and by asking questions to clarify and to gather additional information.

Presentation of Knowledge and Ideas -
Expresses thoughts, feelings and ideas clearly

*With help, clearly describes ideas and expresses themselves, adding details through visuals and verbal details.

*Shows increasing ability to speak clearly and express thoughts, feelings and ideas

*Shows increasing ability to speak clearly and express thoughts, feelings and ideas using visuals for clarification when needed.

*Speaks to describe details, expressing them clearly while using visuals for clarification when needed.

STANDARD

EMERGING

DEVELOPING

AT STANDARD
(goal for end of kindergarten)

ABOVE STANDARD

Language

Conventions of

**Standard English-
Uses standard English
when writing and
speaking**

*With frequent help, shows a little knowledge of standard English grammar and usage when writing or speaking.
*With frequent help, shows a little knowledge of using capital letters, punctuation, and spelling when writing.

*With some help, shows some knowledge of standard English grammar and usage when writing or speaking
*With some help, shows some knowledge of using capital letters, punctuation, and spelling when writing.

*With little help, shows adequate knowledge of standard English grammar and usage when writing or speaking
*With little help, shows adequate knowledge of using capital letters, punctuation, and spelling when writing.

*With no help, shows adequate knowledge of standard English grammar and usage when writing or speaking.
*With no help, shows adequate knowledge of using capital letters, punctuation, and spelling when writing.

**Vocabulary
Acquisition and
Usage--understand
grade-level
vocabulary words**

*With frequent help, figures out the meaning of a few unknown and multiple-meaning words based on kindergarten reading and subject matter.
*With frequent help, explores a few word similarities and ideas for word meanings.
*With frequent help, uses a few words and phrases through talking, reading, and being read to and talking about a story.

*With some help, figures out the meaning of a few unknown and multiple-meaning words based on kindergarten reading and subject matter.
*With some help, explores a few word similarities and ideas for word meanings.
*With some help, uses a few words and phrases through talking, reading, and being read to and talking about a story.

*With little help, figures out the meaning of a few unknown and multiple-meaning words based on kindergarten reading and subject matter.
*With little help, explores a few word similarities and ideas for word meanings.
*With little help, uses a few words and phrases through talking, reading, and being read to and talking about a story.

*With no help, figures out the meaning of a few unknown and multiple-meaning words based on kindergarten reading and subject matter.
*With no help, explores a few word similarities and ideas for word meanings.
*With no help, uses a few words and phrases through talking, reading, and being read to and talking about a story.

STANDARD

EMERGING

DEVELOPING

AT STANDARD
(goal for end of kindergarten)

ABOVE STANDARD

Free Educational Resources to support working with your child at home:

<http://www.harcoboe.com/page/links/cso-checklists>

<http://draggo.com/agwebster>

<http://wvde.state.wv.us/oel/kindergarten.php>

<http://www.scholastic.com/parents/school-success/school-help/kindergarten>

<http://www.schoolfamily.com/school-family-articles/article/802-11-tips-for-kindergarten-parents>

<http://www.education.com/grade/kindergarten/>

Harrison County Board of Education - Kindergarten Report Card

Student Name: _____
 Teacher Name: _____
 School Name: _____
 School Year _____

(E) Emerging - Evolving in knowledge and understanding
 (D) Developing - Advancing toward knowledge and understanding
 (S) At Standard - Demonstrates knowledge of standard
 (A) Above Standard - Exceeds grade level expectation of knowledge

MATH

		1	2	3	4
Counting and Cardinality					
1	Knows number names and count sequence	-	-	-	-
2	Counts to tell the number of objects	-	-	-	-
3	Compares numbers	-	-	-	-
Operations and Algebraic Thinking (OA)					
4	Understands addition as putting together and adding to, and understand subtraction as taking apart and taking from	-	-	-	-
Number and Operations in Base Ten (NBT)					
5	Works with numbers 11 - 19 to Gain foundation for Place Value	-	-	-	-
Measurement and Data (MD)					
6	Describes and compares measurable attributes	-	-	-	-
7	Classifies objects and counts the number of objects in each category	-	-	-	-
Geometry					
8	Identifies and describes shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres)	-	-	-	-
9	Analyzes, compares, creates and composes shapes	-	-	-	-

ENGLISH / LANGUAGE ARTS

		1	2	3	4
Reading					
10	Retells literary texts and identifies main topic in informational texts	-	-	-	-
11	Understands the structure of a book. Type of text, and discusses roles of the author and illustrator	-	-	-	-
12	Describes the connection between illustrations and text in both literary and informational texts	-	-	-	-
13	Participates in group reading activities with the purpose of understanding	-	-	-	-
14	Recognizes that spoken words are represented in written language	-	-	-	-
15	Recognizes and produces sounds to form words	-	-	-	-
16	Knows and uses grade level phonics to decode words	-	-	-	-
17	Reads age-appropriate books with understanding	-	-	-	-
Writing					
18	Draws / writes / dictates to create narrative, informative, and opinion pieces	-	-	-	-
19	Publishes pieces of writing	-	-	-	-
20	Participates in shared research and writing projects	-	-	-	-
Speaking & Listening					
21	Participates in collaborative learning conversations about grade-level topics and texts	-	-	-	-
22	Speaks audible and expresses thoughts, feelings, and ideas clearly	-	-	-	-
Language					
23	Uses standard English when writing and speaking	-	-	-	-
24	Displays and understanding of grade-level vocabulary words	-	-	-	-

Identifies Letters																													
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z				
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z				
Identifies Letter Consonant Sounds																													
	b	c	d	f	g	h	j	k	l	m	n	p	q	r	s	t	v	w	x	y	z								
Identifies Letter Vowel Sounds																													
Short Vowels				a	e	i	o	u													Long Vowels				a	e	i	o	u
Recognize Numerals (0-20)																													
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20							

Attendance	1	2	3	4
Days Present				
Days Absent				

Days Tardy				
Total Days				
Possible Retention				

Behaviors Affecting School Success	1	2	3	4
<i>Personal & Social Growth</i>				
Shows enthusiasm for learning				
Attempts new activities				
Demonstrates self-help skills				
Demonstrates self-control				
Manages transitions				
Follows school rules				
Accepts responsibility for actions				
Participates in group activities				
Interacts well with peers				
Cooperates with adults				
Respects others				
<i>Work Habits</i>				
Demonstrates effort				
Listens attentively				
Follows directions				
Stays on task				
Asks for help				
Completes work in allotted time				
Works independently				
Works cooperatively				
Uses materials appropriately				
Cleans up after self				
Organizes materials				

Teacher Comments
1st 9 weeks
2nd 9 weeks
3rd 9 weeks
Final