

Kindergarten Overview

Mathematics

In kindergarten, standards focus around these areas: Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry. Students will:

- know number names and count sequence
- count to tell the number of objects
- compare numbers
- learn how to count to 100 and write numbers from 0 to 20
- learn what place values are by focusing on the numbers 11 to 20 to understand the role of 10s and ones
- understand beginning addition and subtraction with numbers from 1 to 10
- describe and compare measurable attributes
- sort and classify groups of objects and be able to count the number of objects in a category
- learn to identify and describe basic shapes
- analyze, compare, create, and compose shapes

To see all the kindergarten math standards, go to:
<http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardsaug2013.pdf>

Language Arts

In kindergarten, students will learn the alphabet and the basic features of letters and words. They will break down spoken and written words into syllables and letters and identify the sounds each letter makes. Students will also learn new words and to read and understand simple books and stories. In addition, they will learn to write and share information by drawing, writing letters and words, listening to each other, and speaking aloud. Some examples of the standards include:

- recognize and name all letters in the alphabet and be able to print the letters
- learn to read and write common words
- learn to spell simple words phonetically
- draw, tell, or write about books that are read to them, or experiences/opinions they are asked to describe
- ask and answer questions about a story the teacher reads out loud

- identify characters, setting, and major events in a story
- recognize the person, place, thing, or idea that an illustration shows
- take part in classroom conversations, following basic rules for discussion (knowing when it's their turn to speak and when to listen)
- express thoughts, feelings, and ideas clearly

To see all the kindergarten language arts standards, go to:
<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

HOW CAN I TAKE ADVANTAGE OF THE NEW REPORT CARD TO HELP MY CHILD?

Standards-based report cards provide detailed information about how your child is doing in each subject. You will see whether students need extra assistance in certain areas or when they need to be challenged even more. By using these clearly defined standards, teachers and parents can work together to ensure that students succeed.

During parent-teacher conferences, ask to see samples of your child's work. Talk to his or her teacher about whether the work samples are satisfactory, or how your child could have done a better job on the assignments. Ask how you can help your child improve or excel in various subjects and what resources are available to use outside the classroom to encourage his or her progress.

The California Parent Teacher Association has created a "Parents' Guide to Student Success" for each grade level that offers specific tips for how to support your child's learning at home.

To see these guides, go to:
<http://www.capta.org/sections/programs/e-standards.cfm>.



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A Parent's Guide: Standards- Based Report Cards

Kindergarten

Adelanto Elementary School District



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FREQUENTLY ASKED QUESTIONS ABOUT THE NEW STANDARDS-BASED REPORT CARDS

WHAT ARE THE NEW COMMON CORE STATE STANDARDS?

In 2012, California joined the majority of states to adopt a shared set of national learning expectations in mathematics and reading language arts — the Common Core State Standards. For other subjects such as science, social science, health, the arts and PE, state standards are used to determine students' proficiency.

Academic content standards indicate what students should know and be able to do at each grade level by the end of the school year. All the standards can be found online at:

<http://www.cde.ca.gov/be/st/ss/index.asp>

HOW ARE STANDARDS-BASED REPORT CARDS DIFFERENT FROM TRADITIONAL REPORT CARDS?

On many traditional report cards, students receive one grade for reading and one grade for math. On a standards-based report card, each of these subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate mark for each standard.

The achievement marks indicate a child's progress toward meeting specific grade-level standards. The student's proficiency is reported separately from his or her effort.

With the new standards-based reporting system, students are evaluated more objectively according to consistent grade-level standards. The grades are based on the student's effort and achievement towards grade-level standards.

HOW DOES THE NEW REPORT CARD MEASURE MY CHILD'S PROGRESS?

The new report card will use three different numbers to indicate a child's progress toward meeting the end-of-year grade-level California Common Core State standards. The table to the right offers a detailed explanation of what each symbol means.

Students are also given effort grades to share their progress toward work habits and skills required to be successful in the 21st century.

Students may receive a ■ mark to indicate that the curriculum related to a particular standard has not yet been taught or assessed during the trimester.

EFFORT GRADING

O = Outstanding
Indicates the student is consistently exceeding expectations
S = Satisfactory
Indicates the student regularly meets grade level expectations
I – Improving
Indicates the student is making progress towards grade level expectations
U = Unsatisfactory
Indicates the student does not meet grade level expectations

3 Standards Met

The student has met the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework.

2 Standards Nearly Met

The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in future coursework.

1 Standards Not Met

The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in future coursework.