

## Kindergarten Overview

### Mathematics

Mathematics in transitional kindergarten will focus on two main areas. These areas include (1) representing, relating, and operating on whole numbers; and (2) geometry, with a focus on identifying and describing shapes and space, as well as analyzing, comparing, and composing shapes.

Students will:

- Count objects from 1-10
- Identify numbers from 1-10
- Identify and draw a circle, square, triangle, and star
- Identify shape patterns
- Identify colors
- Sort objects based on common attributes

### Language Arts

Transitional kindergarten students are growing in their ability to communicate with others, express ideas, and reason using language. They are beginning to represent thoughts and ideas using written symbols. It is critical that they are exposed to both literature and informational text so that they will have a better grasp of how these text types differ.

Students will:

- Understand concepts about print
- Identify most lowercase and uppercase letters
- Identify and generate rhyming words
- Blend word parts
- Identify beginning sounds in words
- Clap the number of syllables in a word
- Demonstrate listening comprehension
- Retell familiar stories
- Write name
- Draw self portrait
- Trace and copy letters correctly
- Speak in clear and coherent short sentences

### 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

## Transitional Kindergarten

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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 21<sup>st</sup> 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

<b>O = Outstanding</b>
Indicates the student is consistently exceeding expectations
<b>S = Satisfactory</b>
Indicates the student regularly meets grade level expectations
<b>I – Improving</b>
Indicates the student is making progress towards grade level expectations
<b>U = Unsatisfactory</b>
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.