Boyertown Area School District
Report Card Guide for Parents and Guardians
Kindergarten

The updated report card that you are receiving this year was completely revised during the 2017-2018 school year and will continue to be updated throughout the upcoming school years. This report card, aligned with national and state standards, is designed to provide you with specific information about your child's performance in each subject.

This report card guide was written to assist you in understanding the form and the content of the elementary report card.

It is our hope that this guide anticipates and answers your questions. In the event that you need more information, you may contact your child's school and/or teacher.

Grading in Standards-Based Report Cards

A standards-based reporting system is designed to inform parents/guardians about their children's progress toward specific learning standards set forth by the Pennsylvania Department of Education and adopted by the district.

A variety of tools may be used to gather evidence of student performance including traditional assessments, teacher observations, and student work. The following are used on the student's report card to indicate the level of performance in relation to the standards.

4 - A student earning a 4 independently uses and applies knowledge in ways that demonstrate higher level thinking skills in a variety of settings. Typically, few students perform at this level.

3 - A student earning a 3 consistently demonstrates an understanding of grade level skills and concepts and requires minimal support. **A 3 throughout the school year indicates strong, excellent work at grade level.** The 3 mark is the goal for the grade level and should be celebrated.

2 - A student earning a 2 has not yet met the standard, but is progressing toward achieving skills and learning end-of-year grade level concepts. Some support or intervention from teachers and parents is needed; however, a 2 indicates ongoing growth.

1 - A student earning a 1 is currently not meeting grade level standards. The student demonstrates a lack of understanding and an inability to apply concepts. A 1 indicates minimal growth and the student requires significant intervention from teachers and parents.

Reading Foundational Skills		
Descriptor	**Explanation**	**Expectations and Skills by Trimester**
Recognizes and names letters of the alphabet	Kindergarten students must recognize all letters of the alphabet in both upper and lower case form. The year begins with a quick introduction to all letters in the alphabet with a closer look at each letter throughout the year. Students are evaluated on which letters of the alphabet they can consistently identify even when out of sequence.	T1 - Names 40-52 upper and lower case letters T2 - Names 45-52 upper and lower case letters T3 - Names 52 upper and lower case letters
Knows letter sounds	As students take a closer look at letters, they are expected to recognize the sound each one can make. Students use this knowledge of letter sounds to begin reading and writing words.	T1 - Produces 11-18 letter sounds T2 - Produces 19-26 letter sounds T3 - Produces all letter sounds
Demonstrates understanding of sounds in words	Beginning readers must develop an understanding that spoken words are made up of individual sounds. Students begin the year with a focus on rhyming. As the year progresses, children need to be able to combine individual sounds to create a spoken word, and when given a spoken word, break it down into its individual sounds. Children with good phonemic awareness tend to learn to read more easily.	T1 - Rhymes T2 - Segments T3 - Blends
Recognizes and reads high-frequency words	Students are expected to steadily increase the number of words they recognize immediately on sight. Sight words are words that do not follow traditional phonics rules and can not be decoded or sounded out.	T1 - Not Assessed T2 - Knows 25 new grade level words T3 - Knows 25-35 new grade level words
Makes consistent growth towards reading independently	As the year progresses, students are expected to develop the skills needed to become independent readers.	T1 - Repeats pattern T2 - Tracks words, uses initial consonant to match picture T3 - Applies sight words to text
Reading Comprehension Skills		
Retells important information from text and illustrations	In general, students are expected to pay attention to the important events or ideas in a text. They use this information to retell what has been read to them or what they have read.	T1 - Major events, characters, setting T2 - Problem and solution T3 - Main topic and related facts

Writing		
Draws or writes about one idea.	Kindergarten students begin the year drawing a picture to share their story. As the trimester continues, students use their growing understanding of letter sounds to begin using letters and sounds to share their story. By the end of the year, students produce more conventional writing pieces focused on one topic.	T1 - Narrative Writing T2 - Informative Writing T3 - Opinion Writing
Writes letters of the alphabet	Students are expected to form the upper and lower case letters correctly when writing. As the letters are reviewed throughout the year, students should master the correct letter formation.	T1 - Not Assessed T2 and T3 - Students are evaluated based on the level of support needed to correctly write letters.
Uses uppercase letters correctly	As students become more proficient writers, they are expected to begin using letters to represent the words in their stories. By the end of the year, students should begin the first sentence of their writing with an uppercase letter and use lower case letters for the remaining words. Students should also capitalize the word I in writing.	T1 - Not Assessed T2 - Not Assessed T3 - Assessed
Applies letter sounds to writing	By the end of the year, students are expected to use what they have learned about letters and letter sounds to spell words phonetically in their writing.	T1 - Not Assessed T2 - Not Assessed T3 - Assessed

Math		
Counts to 100 by ones and tens	Understanding the counting sequence is the foundation for many other math skills. Kindergarten students are expected to orally count to 100 understanding that this order does not change even when we do not begin with 1. For example, 17 will always come after 16 even if we start our counting at 10 instead of 1. Later in the year, students learn more about patterns in counting and begin to count in groups (by 10s).	T1 - Count to 25 by ones T2 - Count to 50 by ones T3 - Count to 100 by ones and tens
Reads numbers to 20	Just as students learn that the letter symbol "B" represents the sound /b/, they also connect written numerals to a value. For example, the written numeral 2 has a value of * * and is smaller than 3 which has a value of * * *.	T1 - Read numerals 0-10 T2 - Read numerals 0-15 T3 - Read numerals 0-20
Accurately counts objects	Students use what they are learning about the counting sequence (the order of numbers) to count each object in a set. Students do this by touching and/or moving one object while orally assigning a number to that one object. Students also understand that the last number stated represents the number of objects in the whole set.	*With accurate 1:1 correspondence:* T1 - Counts 10 objects T2 - Counts 15 objects T3 - Counts 20 objects

Math (Continued)		
Accurately writes numerals	Students are expected to form numerals correctly when writing. As numbers are reviewed throughout the year, students should master the correct numeral formation.	T1 - Not Assessed T2 - Numerals 0-10 T3 - Numerals 0-20
Makes comparisons	Kindergarten students make comparisons in many ways. Early in the year, students sort objects based on their similarities and differences in size, shape color, etc. Students also compare the size of different sets of objects. These skills grow into comparing attributes of 2 objects (length, width, weight). Finally, students move to a more abstract comparison of written numerals and must determine which numeral has more or less.	T1 - Sort and classify 10 or less objects; compare size of groups T2 - Compare 2 objects with a measurable attribute (taller, shorter, etc.) T3 - Compare numerals 1-10
Understands numbers through the teens	Students spend the first part of the year developing an understanding of numbers to 10. Once students understand a grouping of ten, the next step is understanding teen numbers. To deepen their understanding of the value of teen numbers, students study this unique set of numbers as a group of ten and some more ones. Developing a strong number sense is crucial to all of the math that will follow.	T1 - Not Assessed T2 - Use manipulatives T3 - Draws or circles a group of ten and some more ones.
Demonstrates understanding of addition and subtraction	Kindergarten students learn that addition means putting groups together and subtraction means taking something away from a group. They use manipulatives and drawings to show what the addition and subtraction look like and begin to notice patterns within numbers. For example, there are combinations of numbers or number pairs that will always go together to form a certain amount: 4+1, 3+2, 5+0. These patterns can be used to understand how much is in a set or how much is left over.	T1 - Not Assessed T2 - Works within 5 T3 - Works within 10
Fluently adds and subtracts within 5	By the end of the year, students use what they have learned about numbers and number patterns to quickly find the solution to addition and subtraction problems within 5. This does not mean students must be timed. Rather, students are expected to move away from using manipulatives or drawings and use strategies such as counting on or counting back.	T1 - Not Assessed T2 - Not Assessed T3 - Quickly solves problems within 5
Works with 2D and 3D shapes	Kindergarten students are expected to name basic 2-D shapes, recognize the difference between a 2-D and 3-D shape, and model basic 2-D shapes. Students should also pay attention to what makes each 2-D shape unique (number of sides, length of sides, etc.) and discuss their similarities and differences.	T1 - Identify 2D shapes T2 - Compare and create 2D shapes T3 - Identify shape as 2D or 3D; Compare 3D shapes