

District Grading System

These goals connect directly to our Kindergarten report card. We utilize a 4, 3, 2, 1 grading system. Remember this key phrase:

“A ‘3’ is where you want to be!”

Students who demonstrate consistent achievement of our third trimester learning targets in math, reading, and writing will earn a ‘3’ in those areas.

Students who are able to demonstrate their learning beyond these targets will earn a ‘4.’

Students who struggle to consistently demonstrate the targets will earn a ‘2,’ and those who are unable to attain the targets will earn a ‘1.’



Research tells us that when students know the expectations, they are more likely to achieve those goals.

Boyertown Area School District
Michael Stoudt
Assistant to the Superintendent for Academics
911 Montgomery Avenue
Boyertown, PA 19512
(610) 369-7403

Kindergarten

Third Trimester Standards-based Report Card

“I CAN” Statements



“I CAN” statements have been developed by teachers throughout the District to help students and parents understand which strategies and skills are taught and assessed at the end of each report card period. You may also refer to these “I Can” statements as the grade level targets.

Each of the “I Can” statements, or targets, correlates to descriptors found on your child’s report card. To help you understand our standards-based report card and grade level targets, this brochure lists the cluster of the standards, the report card descriptor, and the “I Can” statements that correspond with the standards instructed each trimester.

You will receive new targets for each trimester. If you have any questions about the “I Can” statements, please contact your child’s teacher.

WORK HABITS AND SOCIAL SKILLS

- Ⓞ I CAN listen while others are speaking.
- Ⓞ I CAN wait my turn.
- Ⓞ I CAN communicate clearly.
- Ⓞ I CAN work to the best of my ability.
- Ⓞ I CAN respect others.
- Ⓞ I CAN follow directions.
- Ⓞ I CAN engage in class activities.
- Ⓞ I CAN follow school rules.

ENGLISH LANGUAGE ARTS

Writing

- Ⓞ I CAN draw a picture and write a detailed sentence about a single topic.
- Ⓞ I CAN write my letters correctly.
- Ⓞ I CAN write my name starting with an uppercase letter.
- Ⓞ I CAN capitalize the first letter of a sentence.
- Ⓞ I CAN capitalize the word I in my writing.
- Ⓞ I CAN name end punctuation.
- Ⓞ I CAN use my letter sounds to write words.



ENGLISH LANGUAGE ARTS



Foundational Skills

- Ⓞ I CAN identify all uppercase and lowercase letters of the alphabet.
- Ⓞ I CAN produce all letter sounds.
- Ⓞ I CAN produce the sounds of the digraphs. (sh, th, ch, wh, ck,)
- Ⓞ I CAN blend each sound in a CVC word. (ex: c-a-t = cat)
- Ⓞ I CAN read at least 50 power words.
- Ⓞ I CAN repeat a sentence pattern in a book.
- Ⓞ I CAN use my finger to point to each word in a sentence.
- Ⓞ I CAN use the picture and beginning sound to read a word in a book.
- Ⓞ I CAN read power words in a book.

Key Ideas and Details

- Ⓞ I CAN listen to different genres of text: fiction, nonfiction, fairy tales, and nursery rhymes.
- Ⓞ I CAN talk about what happened in a story after listening to the story.
- Ⓞ I CAN identify the characters, setting, and the problem and solution in a story.

MATHEMATICS

Geometry

- Ⓞ I CAN compare 2D and 3D shapes.
- Ⓞ I CAN describe 3D shapes.

Making Comparisons

- Ⓞ I CAN compare 2 numbers between 0-10, telling which is more or less.

Counting and Cardinality

- Ⓞ I CAN count to 100 by ones and tens.
- Ⓞ I CAN use concrete objects to count to 20.
- Ⓞ I CAN read numbers 0-20.
- Ⓞ I CAN write numbers 0-20.
- Ⓞ I CAN work with numbers to demonstrate place value.
- Ⓞ I CAN use objects to add and subtract within 10.
- Ⓞ I CAN quickly add and subtract within 5 without the use of objects.

