

Issaquah School District Elementary Report Card Parent/Guardian Kindergarten Reference Guide

This scoring guide represents academic expectations for year end. Reporting each trimester reflects student progress toward the end-of-year standards.

Scoring Key for Behaviors that Promote Learning

C Consistently
O Often
S Sometimes
R Rarely
M Modified Expectations

Scoring Key for Academic Performance

4 Exceeds Standard	<ul style="list-style-type: none"> Demonstrates exceptional skill/concept development Applies learning to other subject areas independently
3 Meets Standard	<ul style="list-style-type: none"> Demonstrates skill/concept development appropriate for the grade level Applies learning to other subject areas with guidance
2 Approaches Standard	<ul style="list-style-type: none"> Demonstrates skill/concept development that is below the grade level expectations Requires extra time, support, and/or practice
1 Well-below Standard	<ul style="list-style-type: none"> Demonstrates skill/concept development that is significantly below the grade level expectations Requires extended time, support, and/or practice
NA Not Assessed	<ul style="list-style-type: none"> Not assessed this trimester
M Modified Expectation	<ul style="list-style-type: none"> In areas where a student's score is based on a modified expectation, the score will appear as an "M"
ELP English Language Proficiency*	<ul style="list-style-type: none"> Indication of student's language skills in speaking, listening, reading, and writing

* Please refer to the last page of this document for Exceptional Learner and ELL grading protocol.

Kindergarten

Behaviors that Promote Learning

Respect

- Follows school rules and expectations
- Listens with empathy
- Uses kind actions and words
- Recognizes and shows consideration for the rights and feelings of others

Responsibility

- Follows directions
- Is accountable; stays focused on task
- Demonstrates organizational skills
- Manages time wisely and completes assigned work on time

Collaboration

- Contributes responsibly in partner and group settings
- Respects and considers different opinions and ideas

Persistence

- Is able to continue when faced with a challenge; does not give up easily
- Accurately monitors own effort toward learning goals; reflects on progress

Flexibility

- Adapts positively to new or different situations and ideas
- Makes transitions efficiently

Problem Solving

- Tries a variety of approaches, strategies, or alternatives
- Independently considers options and attempts solutions

Speaking and Listening

- Actively listens
- Participates in collaborative conversations; shares ideas
- Takes responsible risks in sharing learning

Kindergarten Motor Development

Uses pencil with control

- Consistently holds writing tools with correct finger grip, making writing well controlled
- Consistently uses proper pencil pressure
- Letter formation is accurate and colors neatly inside the lines

Uses scissors with control

- Consistently uses correct finger grip on the proper place on scissors
- Automatically holds and turns paper as necessary with free hand
- Cuts are smooth and accurate

Kindergarten Reading

Reads Grade Level Text

- Reads and comprehends text accurately

Comprehension

With prompting and support . . .

- Key Ideas and Details
 - Asks and answers questions
 - Retells familiar stories with details
 - Identifies main topic(s) and details in nonfiction
 - Identifies characters, settings, and events
- Craft and Structure
 - Asks and answers questions about unknown words
 - Recognizes types of texts (non-fiction & fiction)
 - Identifies text features
 - Names the author and illustrator of a story
- Integration
 - Describes the connection between the illustrations and text
 - Identifies author's purpose
 - Compares and contrasts characters and topics

Phonics Skills

- Understands concepts of print
 - Reads left to right
 - Reads top to bottom
 - Understands the difference between words and letters
 - Recognizes upper and lower case letters
- Recognizes words that rhyme
- Identifies and blends sounds in reading and speaking
- Reads sight words (the, you, is, my, etc.)

Kindergarten Writing

Production and distribution of a variety of text types: Narrative, Informational, Opinion

Structure

- Uses a combination of drawing, dictating, and writing, to compose narrative, informative, and opinion pieces
- Names topic and supplies some information about it
- Uses a beginning, middle, and ending

Development

- Elaborates on ideas
- With guidance and support, adds details in pictures and words to strengthen writing

Language Conventions

- Uses grade appropriate grammar, spelling, and conventions in writing

Kindergarten Math

Content

- Counting and Cardinality
 - Knows number names and the count sequence
 - Counts to tell the number of objects
 - Compares numbers
- Operations and Algebraic Thinking
 - Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from
- Number and Operations in Base Ten
 - Works with numbers 11-19 to gain foundations for place value
- Measurement and Data
 - Describes and compares measurable attributes
 - Classifies objects and counts the number of objects in each category
- Geometry
 - Identifies and describes shapes
 - Analyzes, compares, creates, and composes shapes

Practices

- Makes sense of problems and perseveres in solving them
- Reasons abstractly and quantitatively
- Constructs viable arguments and critiques the reasoning of others
- Models with mathematics
- Uses appropriate tools strategically
- Attends to precision
- Looks for and makes use of structure
- Looks for and expresses regularity in repeated reasoning

Kindergarten Science

Understands skills and concepts related to scientific principles from among the following content areas:

- Physical Science: Liquids and Solids
- Earth and Space Science: Properties and Change
- Life Science: Plant and Animal Parts

Kindergarten Social Studies

Understands skills and concepts related to social studies from among the following content areas:

- Kindergarten: A year of change
- Cooperation: Working and playing well with others
- Respecting differences

Kindergarten Music

Demonstrates behaviors that promote learning

- Stays on task
- Follows directions
- Contributes positively

Kindergarten Health and Fitness

Demonstrates behaviors that promote learning related to health and fitness from among the following content areas:

- Respects the rights and feelings of others
- Actively listens and follows directions
- Stays on task
- Contributes positively
- Nutrition and the body

Exceptional Learner Grading Protocol

The term “exceptional learner” is defined to include students who are English learners, those who have disabilities (IEP or 504), and those needing/receiving intensive instruction on any critical skill.

The district report card for an exceptional learner will be prepared by the student’s general education teacher with input from the special education teacher. The IEP progress report will be prepared by the special education teacher and sent home at the same time as the general education report card.

An “M” designation on the report card signifies that a modified expectation for the standard was used for a student in a particular area and will accompany the numeric notation on the report card.

- FOR BEHAVIORS that PROMOTE LEARNING – For any student who requires modified expectations in the areas of behavior or social emotional learning the following should apply:
 - An “M” will be used on the report card in the “Behaviors that Promote Learning” section of the report card to indicate that the student’s grade in this area is based on modified expectations.
 - A “C” or an “O” could be used in any area if the student exhibits behaviors that are “consistent/often similar to grade level standards.
 - If the student does not struggle in the areas of Behavior or Social the general education scoring key will be used: “C,” “O,” “S,” or “R.”
- FOR ACADEMIC PERFORMANCE AREAS – The general education teacher and any applicable intervention teacher(s) will collaborate to determine the appropriateness of using an “M” for each exceptional learner. A number will not be used with the “M” designation, but rather the associated comment will provide detail.
 - An “M” will be used to indicate that the student’s grade in this area is based on **modified expectations for the standard**
 - If using the “M” designation on the standard, the teacher will choose an associated comment from the comment bank. The general comment reads “Grade is based on modified expectations.” There are also specific comments that can be used which read “Grade based on K standard,” “Grade based on 1st grade standard,” etc.

Elementary Grading Information For Parents: English Language Learners

The district report card for a student in the ELL program will be prepared by the student’s general education teacher with input from the ELL teacher or ELL Educational Assistant. Your child may receive an ELP (English Language Proficiency) grade in content subject areas. An ELP score may be given instead of a 1 or 2.

However, if your student is meeting standards, he/she will be given a 3 or 4 on their report card. An ELP grade means your student is working on their English language skills in that area and their learning is impacted by their English language development. The ELP comments explain what your child is able to do in each area.