

**PARENT GUIDE
TO THE NORTHWOOD &
VILLAGE ELEMENTARY
REPORT CARD
KINDERGARTEN**



This Report Card, aligned with the New York State Common Core Learning Standards, is designed to provide you with specific information about your child's performance in each grade and in each subject. It also includes behaviors and work habits that contribute to your child's growth and learning.

It is our professional responsibility to provide parents and students with complete and accurate information that reflect your child's performance, and the indicators on the Report Card are designed to reflect *achievement*. *Achievement* is measured by student's performance at a single point in time and how well the student performs against a standard. We also need to help you understand the *progress* your child is making. *Progress* is measured by how much "gain" or "growth" a student makes over time and compares the child only to him/herself. The narrative in the Report Card, parent conferences, informal communication, and work sent home help provide you with information about your child's progress.

This Parent Guide was written to assist you in understanding how your child is scored on the elementary Report Card.

- **Content Descriptors:** These are used for the various subject areas. They are scores of 1, 2, 3 and 4 with descriptions that help parents understand what each number truly signifies. In addition, the meanings of the scores of 1-4 in each trimester are also articulated.
- **Behavior Descriptors:** These are used for work habits and behaviors, which are different than the subject areas.

Finally, we recognize that the standards in mathematics demand thinking that is different than when we were kids. We have included information about one of the indicators, which reflects a major focus in Kindergarten so you can understand the area in which your child is struggling or mastering. It also begins to explain the mathematical **thinking** we are working toward developing.

1-4 CONTENT DESCRIPTORS FOR THE SUBJECT AREAS

For the trimesters 1 and 2, students are evaluated based **on their progress toward** end-of-year standard/benchmark. For the final trimester in June, the score reflects their **actual achievement** in relation to that standard/benchmark.

4 Exceeds Standards

- **Trimester 1:** The student is already or nearly achieving the end-of-year standard/benchmark.
- **Trimester 2:** The student is already achieving the end-of-year standard/benchmark.
- **Trimester 3:** Student demonstrates a deeper understanding of grade level standards and application of skills is that is well beyond the grade level standard/benchmark.

3 Meets Standards Independently

- **Trimester 1 and 2:** The student is making consistent and adequate progress **toward** achieving end-of-year standard/benchmark. At this point in time, the student is where they need to be so that by the end of the year, he/she will meet the end of year standard/benchmark.
- **Trimester 3:** Score of 3 reflects that the student is actually meeting the standard/benchmark.
 - Student demonstrates consistent application of skills
 - Student independently applies grade level standards and skills.

2 Partially Meets Standards

- **Trimester 1 and 2:** Student is making progress, yet is below where we would expect them to be in order to meet the end of year standard/benchmark.
- **Trimester 3:** A score of 2 indicates that the student's actual achievement only partially meets the standard/benchmark.
 - Student needs assistance to use grade level standards and skills
 - Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level
 - Student is progressing in understanding, however, the skills are not yet mastered

1 Does Not Meet Standards

- **Trimester 1 and 2:** Student may be making some progress, but is well below where we would expect them to be in order to meet the end of year standard/benchmark.
- **Trimester 3:** Score 1 indicates that the student's actual achievement is below the standard/benchmark.
 - Student needs continued support; may struggle even with assistance
 - Student performance does not demonstrate an understanding of the knowledge or skills expected at this grade level

DESCRIPTORS FOR WORK HABITS AND BEHAVIORS

Students receive the following scores, separate from the subject areas, for work habits and behaviors.

- 3 demonstrates
- 2 occasionally demonstrates
- 1 has difficulty demonstrating

MATH

All students will be working toward developing as mathematical thinkers along with specific grade level content. Teachers will be looking for evidence of understanding through 1:1 explorations and discussions. A checklist is used by the teacher.

Skill: Builds and recognizes quantities to 20 using tools.

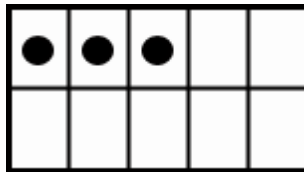
Teachers will be looking for evidence such as:

- builds upon the understanding that a number can be decomposed (broken up) into parts

Examples:

—A full case of juice boxes has 10 boxes. There are only 6 boxes in this case. How many juice boxes are missing?		
Student 1 Using a Ten Frame —I used 6 counters for the 6 boxes of juice still in the case. There are 4 blank spaces so 4 boxes have been removed. This makes sense since 6 and 4 more equal 10.	Student 2 Think addition —I counted out 10 cubes because I knew there needed to be ten. I pushed these 6 over here because they were in the container. These are left over. So there are 4 missing.	Student 3 Basic Fact — I know that it's 4 because 6 and 4 is the same amount as 10.

Students place three objects on a ten frame and then determine how many more are needed to make a ten.



The student snaps ten cubes together to make a "train. "

- Student breaks the "train" into two parts. S/he counts how many are in each part and records the associated equation ($10 = \underline{\quad} + \underline{\quad}$).
- Student breaks the "train" into two parts. S/he counts how many are in one part and determines how many are in the other part without directly counting that part. Then s/he records the associated equation (if the counted part has 4 cubes, the equation would be $10 = 4 + \underline{\quad}$).
- Student covers up part of the train, without counting the covered part. S/he counts the cubes that are showing and determines how many are covered up. Then s/he records the associated equation (if the counted part has 7 cubes, the equation would be $10 = 7 + \underline{\quad}$).