

Common Core State Standards for YCJUSD Elementary Report Card – Kindergarten

Expectations change from one grading period to the next, as students progress toward the end of grade-level expectations. Therefore, with standards based grading, a student may meet the grade-level expectations during the first grading period but, as the expectations increase, the student may not demonstrate the same level of proficiency during the next grading period. (A student might receive a “3” in the first grading period and then receive a “2” in the second grading period.)

Foundational Skills	Reading	Writing
<ul style="list-style-type: none"> • Demonstrates understanding of print concepts • Recognizes and names upper case and lower case letters • Demonstrates understanding of spoken words, syllables and sounds • Applies grade level phonics and word attack skills • Reads grade level sight words 	<p>Reading Literature</p> <ul style="list-style-type: none"> • Asks and answers questions about key details and unknown words • Retells familiar stories using key details • Actively engages in group reading activities with purpose and understanding <p>Reading Informational Text</p> <ul style="list-style-type: none"> • Asks and answers questions about main idea, key details and unknown words • Describes the relationship between the illustrations and the text • Compares and contrasts two texts on the same topic 	<ul style="list-style-type: none"> • Demonstrates the ability to draw, dictate and write about a topic • Responds to suggestions to add details to strengthen writing • Recalls information from experience or gathers information to answer a question

Math	Speaking and Listening	Grading Scale Descriptors
<ul style="list-style-type: none"> • Identifies and writes numbers • Counts to tell the number of objects • Demonstrates understanding of ordinal numbers • Compares numbers using greater than, less than, or equal to • Understands addition as putting together and adding to • Understands subtraction as taking apart and taking from • Composes and decomposes numbers into tens and ones • Measures and compares objects • Sorts objects and counts the number in each category • Identifies, describes, and compares shapes • Creates and composes shapes • Explains mathematical procedures and reasoning both verbally and in writing 	<ul style="list-style-type: none"> • Participates in conversations asking questions to seek information or clarify understanding • Describes familiar people, places, things and events 	<p>4 =Student performance consistently demonstrates a thorough understanding and accurate, flexible application of the concepts, skills and processes taught in this reporting period. Student applies and extends key concepts, processes, and skills.</p> <p>3 =Student performance consistently demonstrates a competent understanding and accurate application of the concepts, skills and processes taught in this reporting period.</p> <p>2 =Student performance consistently demonstrates a partial understanding and application of the concepts, skills and processes taught in this reporting period.</p> <p>1 =Student performance consistently demonstrates minimal understanding and application of the concepts, skills and processes taught in this reporting period. Concepts and skills taught in this reporting period are not yet mastered.</p>
	Language	
	<ul style="list-style-type: none"> • Uses standard English grammar when writing or speaking • Prints upper and lower case letters • Uses standard English capitalization for beginning of sentence and the pronoun I • Recognize and name end punctuation • Use phonetic spelling when writing 	