



Kindergarten

**Parent Guide for
Student Expectations
2008-2009**

**Kindergarten Standards-Based Report Card
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The standards-based report cards being implemented by the Douglas County School System have been created for the purpose of providing parents the most accurate, fair and useful information about their child's progress in school. The report card gives a clear message to parents about what their children know, what they are able to do, and what they need to learn in relation to the Georgia Performance Standards. Each quarter provides students multiple opportunities to practice, attain, and demonstrate mastery of the standards.

The information contained in this guide is the level 3 expectations for the standards on the report card. This can be a helpful tool for understanding what your child is to learn and understand each quarter of the school year.

As you look at the guide, you will notice that the expectations increase as the year progresses. Therefore, your child could earn a **3** for a standard in the first quarter and then earn a **2** for the second quarter, due to the increase in the expectations. Please ask your child's teacher if you have any questions or if you need clarification.

Below is the key to understanding the numbers used to evaluate student progress in the areas of language arts, math, science and social studies:

Key to Academic Achievement			
3 Consistently and independently achieves the standard	2 Progressing toward achievement of the standard	1 Limited or minimum progress toward achievement of the standard	X / ■ Not assessed at the time

Below is the key to understanding the letters for evaluating student initiative, work habits and the special areas of physical education, art and music:

Key to Initiative and Work Habits and Special Areas		
S SUCCESSFUL Student displays appropriate learner behaviors for kindergarten	P PROGRESSING Student behavior improving, but not yet displaying satisfactory behaviors	N NEEDS IMPROVEMENT Student does not display behaviors that lead to successful learning

Report cards will be issued at the end of every quarter. They will be distributed as follows:

First Quarter: October 15, 2008
Second Quarter: January 7, 2009

Third Quarter: March 25, 2009
Fourth Quarter: May 29, 2009

The Georgia Performance Standards

Georgia has a new curriculum implemented in grades kindergarten through grade twelve. It is called the Georgia Performance Standards, or the GPS. The GPS includes standards for English Language Arts, Mathematics, Science, and Social Studies. At this time, courses in Foreign Language and Career, Technical, and Agricultural Education are being converted to performance standards. Courses in health, physical education, and fine arts will be converted to performance standards at a future date.

The state's curriculum is a guideline for instruction that helps teachers, students, and parents know what topics must be covered and mastered for a particular course. The curriculum establishes the minimum standards, and does not prohibit systems, schools, or teachers from adding material to it.

The Georgia Performance Standards are the result of months of work by teacher teams, state and national experts, and consultants. National standards were examined from high-performing states such as Michigan, Texas, and North Carolina, and nations such as Japan. Guidelines of national groups such as the National Council of Teachers of Mathematics and the American Association for the Advancement of Science were also consulted.

What is a performance standard, and why does it represent an improvement upon the old content standards used in the previous curriculum?

Performance standards go into much greater depth than the content objectives used in the previous curriculum. The performance standard incorporates the content standard, which simply tells the teacher what a student is expected to know (i.e., what concepts he or she is expected to master), and expands upon it by providing three additional items: suggested tasks, sample student work, and teacher commentary on that work.

Performance standards provide clear expectations for assessment, instruction, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know "how good is good enough." The performance standards isolate and identify the skills needed to use the knowledge and skills to solve problems, reason, communicate, and make connections with other information. Performance standards also tell the teacher how to assess the extent to which the student knows the material or can manipulate and apply the information.

What can I do to help my child achieve the standards?

1. Ask your child specific questions about school and listen to their answers.
2. Read the information provided from the school on the standards.
3. Provide experiences your child can build upon.
4. Know what is being taught each quarter.
5. Provide learning games, puzzles, and books.
6. Visit the library and read to and with your child.
7. Keep your child well rested.
8. Establish a regular homework routine.
9. Guide television and movie viewing.
10. Ask open ended questions, including "why" and "how" questions about their world.
11. Make sure your child is on time to school each and every day.
12. Communicate frequently with your child's teacher and attend events held at school.

In order to receive a score of 3, a student consistently and independently:

Language Arts				
Reading Readiness	Q1	Q2	Q3	Q4
Demonstrates concepts of print	Distinguishes the beginning and ending of a book; Tracks print from left to right and top to bottom; Demonstrates 1-1 word correspondence.	Continues skills from Quarter 1 and distinguishes among written words and sentences.	Continues skills from Quarter 2 and recognizes that sentences in print are made up of separate words.	Continues skills from Quarter 3 and understands the use of capitalization and punctuation.
Identifies upper- and lowercase letters	Identifies all 26 uppercase and 26 lowercase letters.			
Retells Stories	Uses prior knowledge along with graphic information to understand text and retells important facts in own words.		Uses prior knowledge along with graphic information to understand text and retells important facts to include beginning, middle, and end.	
Demonstrates phonemic awareness skills	Identifies and produces rhyming and non-rhyming words; Identifies component sounds in spoken words.	Continues skills from Quarter 1 and blends and segments syllables in spoken words.	Continues skills from Quarter 2 and segments phonemes in high frequency words.	Continues skills from Quarter 3 and blends phonemes in high frequency words.
Reading	Q1	Q2	Q3	Q4
Identifies letter sounds	Identifies 26 letter sounds.	Identifies and produces all (26) consonant and vowel sounds.		
Blends sounds to read words	NOT ASSESSED THIS QUARTER		Blends individual sounds and applies when reading one syllable decodable words in text.	
Reads and comprehends simple text	Listens and makes predictions about a variety of text.	Uses expression and self corrects.		
Demonstrates fluency	NOT ASSESSED THIS QUARTER		Reads 30 words per minute in text.	Reads 30 or more words per minute in text.
Reads high-frequency words	Reads 25 sight words or more.	Reads 50 sight words or more.	Reads 75 sight words or more.	Reads 100 sight words or more.
Vocabulary	Q1	Q2	Q3	Q4
Listens to and uses new vocabulary	NOT ASSESSED THIS QUARTER	Listens and uses new vocabulary in a variety of texts.		
Understands multiple meanings of words	NOT ASSESSED THIS QUARTER		Understands multiple word meanings.	
Writing	Q1	Q2	Q3	Q4
Accurately prints	NOT ASSESSED THIS QUARTER	Accurately prints all letters and teacher-selected words.		
Applies writing process	Writes about familiar topics.	Writes about familiar topics; Uses a left to right pattern of writing.	Writes about familiar topics using phonetically spelled words; Uses a left to right pattern of writing.	
Uses beginning capitalization and punctuation	NOT ASSESSED THIS QUARTER			Begins to use capitalization at the beginning of sentences and punctuation at the end of sentences.
Listening, Speaking and Viewing	Q1	Q2	Q3	Q4
Uses oral language to communicate effectively	Listens and speaks appropriately with peers and adults; Repeats auditory sequences.	Continues skills in Quarter 1 and describes story details and connects with real-life experiences.	Listens and speaks in complete sentences with peers and adults; Describes story details and connects with real-life experiences.	Listens and speaks in complete sentences (with subject/verb agreement) with peers and adults; Describes story details and connects with real-life experiences; Communicates effectively when retelling stories.
Follows two-step directions	Follows 2-step directions.			
Recites short poems and songs	Recites a short poem or song without a prompt.			
Responds to teacher-read text	Demonstrates an increase in vocabulary.		Demonstrates an increase in vocabulary; Asks and answers questions about essential narrative elements; Distinguishes fact from fiction.	

In order to receive a score of 3, a student consistently and independently:

Mathematics				
Number and Operations	Q1	Q2	Q3	Q4
Identifies and writes numerals	Identifies numbers 0-10 and writes numerals 0-10; Produces models for number words 0-10.	Identifies numbers 0-20 and produces models for number words 0-10 and writes numerals 0-20.	Identifies numbers 0-30 and writes numerals 0-30; Produces models for number words 0-10.	
Applies numbers to counting	Counts and labels/writes corresponding number sets to 10.	Counts and writes corresponding number sets to 20; Compares 2 or more sets of objects (1-10) and identifies which set is using equal to, more than or less than.	Counts to 30 and writes corresponding number sets to 20 or more; Compares 2 or more sets of objects (1-10) and identifies which set is using equal to, more than or less than; Sequence and identify 1st-10th.	Continues skills from Quarter 3 and estimates quantities using 5 and 10 as benchmarks.
Identifies coins by name and value	NOT ASSESSED THIS QUARTER	Identifies coins (penny, nickel, dime, and quarter) by name and value.		
Counts coins and makes fair trades	NOT ASSESSED THIS QUARTER		Counts out pennies to buy items that together cost less than \$0.30.	Continues skills from Quarter 3 and makes fair trades involving combinations of pennies and nickels or pennies and dimes.
Understands and applies addition concepts	NOT ASSESSED THIS QUARTER		Uses addition strategies (objects, pictures, numbers, stories/words) to combine sets.	Uses addition strategies (objects, pictures, numbers, stories/words) to combine sets and build number combinations.
Understands and applies subtraction concepts	NOT ASSESSED THIS QUARTER			Uses subtraction strategies (objects, pictures, numbers, stories/words) to solve problems.
Measurement	Q1	Q2	Q3	Q4
Compares and orders objects by attributes	Sorts by 3 attributes (size, shape and color).		Compares and orders by length, capacity, height, and weight using all four common properties.	
Understands measurement of calendar time	Names days of the week, months of the year, and seasons in order.			
Tells time related to daily events	Orders daily events.	Knows the day of the week when weekly events occur in class.	Knows the day of the week when weekly events occur in class; Orders daily events and when the event occurs (morning, noon, night).	
Geometry	Q1	Q2	Q3	Q4
Recognizes and names shapes	Recognizes and names triangle, rectangle, square, and circle and identifies them in their environment.	Recognizes, names and compares triangle, rectangle, square, circle, spheres and cubes.		Observes, recognizes, names and compares triangle, rectangle, square, circle, spheres and cubes in the environment; Combines basic shapes into complex shapes and decomposes basic shapes.
Identifies positional relationships	Identifies when an object is beside, above or below another object.	Identifies when an object is beside, above, below, in front of, behind, inside, or outside another object.		
Extends, identifies, creates and transfers patterns	NOT ASSESSED THIS QUARTER	Identifies a missing shape within a pattern; Extends and recognizes similarities in different patterns.		
Data Analysis and Probability	Q1	Q2	Q3	Q4
Poses questions and gathers data	Organizes and correctly records data using objects.	Organizes and correctly records data using objects and pictures.	Organizes and correctly records data using objects, pictures, and picture graphs.	
Process Skills	Q1	Q2	Q3	Q4
Uses mathematical language to express, connect ideas, record, and solve problems	Uses and communicates new mathematical knowledge to solve problems in multiple ways.			

In order to receive a score of 3, a student consistently and independently:

Science				
Earth Science	Q1	Q2	Q3	Q4
Describes time patterns/objects in the day/night sky	NOT ASSESSED THIS QUARTER		Describes changes that occur in the day and at night; Classifies objects that are seen in the day sky and the night sky; Recognizes that the sun supplies heat and light to Earth.	
Describes physical attributes of rocks and soils	Observes, recognizes, and groups rocks (large/small, heavy/light) and soils by (smell, texture, color), by using physical properties; Compares and sorts materials of different composition.			
Physical Science	Q1	Q2	Q3	Q4
Describes physical properties of objects	NOT ASSESSED THIS QUARTER			Compares and sorts materials of different composition (clay cloth, paper, plastic).
Investigates different types of motion	NOT ASSESSED THIS QUARTER	Describes motion of objects being pushed, pulled, or rolled; Describes properties of motion.		
Observes and communicates effects of gravity on objects	NOT ASSESSED THIS QUARTER	Recognizes that some objects can return to earth.	Tells why the sun, moon, and stars are in the sky, but don't come down.	
Life Science	Q1	Q2	Q3	Q4
Recognizes basic needs, similarities and differences of living and non-living organisms	Distinguishes living vs. non-living organisms; Uses physical characteristics to sort organisms by similarities and differences; Matches parents with their offspring and explains why they match.			Compares and sorts plants according to similarities and differences in their observable features (appearance, size, shapes).
Health	Q1	Q2	Q3	Q4
Practices life skills	Identifies family members and their responsibilities/beneficial contributions.	Names and applies basic rules for taking medicine; Practices safe behaviors when finding unknown or dangerous substances or objects.	Demonstrates precautions that would be taken in special conditions.	Recognizes safe practices experienced in the home, at school, on the playground, and around motor vehicles, on the street, in aquatic environments, and around animals.
Demonstrates health-enhancing skills	Illustrates knowledge that everyone is unique.	Describes functions/care of skin and body parts (hygiene).	Can identify food names, selects foods that are nutritious, and can recognize agricultural origins.	Recognizes the effects of germs and how they are passed; Demonstrates proper hand washing techniques; Describes how personal health decisions can affect self and others.

In order to receive a score of 3, a student consistently and independently:

Social Studies				
Historical Understandings	Q1	Q2	Q3	Q4
Identifies the purpose and customs of holidays	Identifies the purpose of national holidays and describes the people or events associated with 5 or more holidays (Labor Day, Columbus Day, Veterans Day, Thanksgiving, MLK Day, Presidents Day, Memorial Day, Flag Day, Independence Day).			
Identifies important American symbols and explains their meaning	Identifies 5 or more important American symbols & explains their meaning (USA & GA flags, bald eagle, Statue of Liberty, Lincoln Memorial, Washington Monument, White House, Pledge, Star Spangled Banner).			
Correctly uses words and phrases related to chronology and time	Uses words and phrases related to chronology & time (now/long ago, before/after, morning/afternoon/ night, today/tomorrow/yesterday, first/last/next, day/week/month/ year, past/present/future).			
Geographical Understandings	Q1	Q2	Q3	Q4
Recites personal information	States street address, city, county, state, nation, and continent.			
Explains diverse celebrations and customs in American culture	Describes American culture by explaining diverse community & family celebrations and customs.			
Explains difference between map and globe	Explains that a map is a drawing of a place and a globe is a model of the Earth (differentiate land/water, view from above, smaller size).			
Civic Understandings	Q1	Q2	Q3	Q4
Retells stories that illustrate positive character traits	Retells stories & explains how the people show positive character traits (honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, & accomplishment).			
Demonstrates good citizenship by following rules	Demonstrates an understanding of good citizenship by explaining how/why rules are made & why rules should be followed.			
Economic Understandings	Q1	Q2	Q3	Q4
Identifies community helpers	Describes the work that people do (police, fire fighter, soldier, mail carrier, baker, farmer, doctor, teacher).			
Explains how people earn incomes	Explains that people earn income by exchanging human resources (physical/mental work) for wages or salaries.			
Explains how money is used to purchase goods and services	Explains how money is used to purchase goods & services (distinguish b/w goods & services; ID forms of US money).			
Explains why people must make choices	NOT ASSESSED THIS QUARTER			Explains that people must make choices because they cannot have everything they want.

NOTES