

# Kindergarten Overview

## Mathematics

**In kindergarten, students will:**

- know the number names and the count sequence.
- count to tell the number of objects.
- compare numbers.
- understand addition as putting together and adding to, and subtraction as taking apart or taking from.
- work with numbers 11-19 to gain foundations for place value.
- describe and compare measurable attributes.
- classify objects and count the number of objects in each category.
- identify and describe shapes.
- analyze, compare, create, and compose shapes.

## Language Arts

**In kindergarten, students will:**

- engage in group reading activities with understanding.
- develop the foundational skills for literacy:
  - print concepts
  - phonological awareness
  - phonics and word recognition
  - fluency
- develop an understanding of literature and informational text:
  - key ideas and details
  - craft and structure
  - integration of knowledge and ideas
  - range of reading and level of text complexity
- write for different text types and for different purposes.
- produce and distribute writing.
- research to build and present knowledge.
- develop conventions of standard English.
- develop vocabulary acquisition and use.
- develop comprehension and collaboration for speaking and listening.
- develop presentation of knowledge and ideas.

## HOW CAN I TAKE ADVANTAGE OF THE REPORT CARD TO HELP MY CHILD?

Standards-based report cards provide detailed information about how your child is doing in each subject. You will see whether students need extra assistance in certain areas or when they need to be challenged even more. By using these clearly defined standards, teachers and parents can work together to ensure that students succeed.

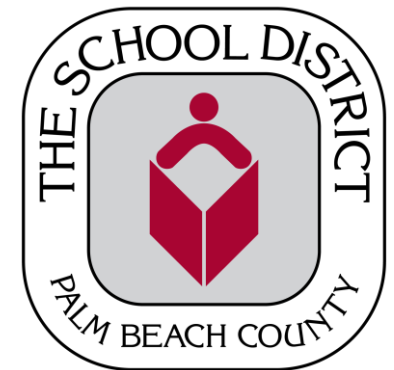
During parent-teacher conferences:

- ask to see samples of your child's work, talk to his/her teacher about whether the work samples are satisfactory, or how your child could have done a better job on the assignments;
- ask about the resources available in each subject so that you can assist your child in reaching or surpassing their educational goals.

Report cards are designed to communicate with parents; they should be helpful and easy to understand. If you have questions or concerns about your school's report card or suggestions for making the report easier to understand, please contact your child's teacher.

# A Parent's Guide for the Elementary Report Card

## Kindergarten



# FREQUENTLY ASKED QUESTIONS ABOUT THE STANDARDS-BASED REPORT CARDS

## WHAT ARE THE FLORIDA STANDARDS?

In 2014, Florida adopted a more rigorous set of learning expectations in mathematics and language arts to call their own – The Florida Standards for Mathematics and English/Language Arts. The Florida Standards provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that young people need for success in college and careers. For other subjects such as science, social science, health, the arts, and physical education, the Florida Next Generation Sunshine State Standards (NGSSS) are used to determine students' proficiency.

## WHAT ARE THE FLORIDA STANDARDS ACCESS POINTS?

The Florida Standards Access Points reflect the key concepts of the Florida Standards with reduced levels of complexity. They are written to ensure the core intent of the standards, for students with significant cognitive disabilities, which apply to all students in the same grade level. The IEP team determines the need for Access Points. Progress toward the grade level Access Points will be indicated on the report card using Performance Codes and Standards Codes.

## HOW ARE STANDARDS-BASED REPORT CARDS DIFFERENT FROM TRADITIONAL REPORT CARDS?

On many traditional report cards, students receive one grade for reading, one for math, one for science, and so on. On a standards-based report card, each of these subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate mark for each standard. The achievement marks indicate a child's progress toward meeting specific grade-level standards.

The student's proficiency is reported separately from his or her effort. With the standards-based reporting system, students are evaluated more objectively according to consistent grade-level standards. The letter grades used in traditional report cards are a more subjective reflection of individual teachers' expectations for student effort and achievement.

## HOW DOES THE REPORT CARD MEASURE MY CHILD'S PROGRESS?

The report card will use four different performance codes to indicate a child's progress toward meeting the Florida NGSSS and The Florida Standards for Mathematics and English/Language Arts. The table to the right offers a detailed explanation of what each performance code means. Student progress will be given a performance code for each subject during each trimester. Additionally, standard codes will be given for each standard and are explained in the table to the right.

## PERFORMANCE CODES

- Based on progress toward meeting the grade-level standards
- Based on progress toward meeting the grade-level Access Points standards
- EX Exemplary** – Demonstrates broad in-depth skill/concept development that most often exceeds grade-level standards
- PR Proficient** – Demonstrates skill/concept development that meets grade-level standards
- AP Approaching** – Demonstrates skill/concept development that is beginning to meet grade-level standards
- ND Needs Development** – Demonstrates skill/concept development that is significantly below grade-level standards

## STANDARD CODES

Given for each standard

- X** Student meeting standards
- #** Area of concern
- o** Not assessed during this trimester

For more information about The Florida Standards, visit: [www.cpalms.org](http://www.cpalms.org)