

## Report Card Objectives Defined

	Objective Measured	<u>By the end of kindergarten</u> , students are expected to do the following.....	Kindergarten Score-Band
S o c i a  E m o t i o n a l	1a. Manages feelings	be able to look at a situation differently or delay gratification; control strong emotions in an appropriate manner most of the time	6-8
	1b. Follows limits and expectations	manage classroom rules, routines, and transitions with occasional reminders; apply basic rules in new but similar situations	6-9
	1c. Takes care of own needs appropriately	take responsibility for own well-being (ex: waits turns, takes care of personal belongings, completes a chosen task)	7-9
	2a. Forms relationships with adults	manage separations without distress and engages with trusted adults	7-8
	2b. Responds to emotional issues	identify basic emotional reactions of others and their causes accurately; recognize that others' feelings about a situation might be different from his/her own	6-9
	2c. Interacts with peers	initiate, join in, and sustain positive interactions with a group of 2-3 children; interact cooperatively in groups of 4-5 children	5-8
	2d. Makes friends	establish a special friendship with one other child, which may only last a short while; maintain friendships for several months or more; friendships built around similar play interests	5-9
	3a. Balances needs and rights of self and others	initiate sharing of materials in classroom and outdoors; cooperate and shares ideas and materials in socially acceptable ways	5-8
	3b. Solves social problems	suggest solutions to a social problem; resolve social problems through basic negotiation and compromise	6-8
L i t e r a c y	15a. Notices and discriminates rhyme	decide whether two words rhyme; generate a group of rhyming words when given a word	6-8
	15b. Notices and discriminates alliteration	show awareness that some words begin the same way (the <u>c</u> old <u>c</u> at); match beginning sounds of some words (box, baby, bike all start with the b sound); isolates and identifies the beginning sound of a word	4-8
	15c. Notices and discriminates discrete units of sound	show awareness of separate syllables; verbally blend and separate sounds in one syllable words (c/ake); verbally blend, separate, and add or substitute individual sounds in simple words and reads high-frequency sight words	4-8
	16a. Identifies and names letters	recognize and name as many as 10 letters; identify and name 11-20 uppercase and 11-20 lowercase letters in random order; identify and name all upper and lower case letters in random order	4-8
	16b. Identifies letter-sound correspondences	identify the sounds of a few letters; produce the correct sound for 10-20 letters; produce at least one correct sound for each letter in the alphabet; produce short and long vowel sounds for each consonant	2-8
	17a. Uses and appreciates books and other texts	know some features of a book (title, author, cover) and connect specific books to authors; use various types of books for their intended purposes (ex:nonfiction to find information)	6-8

	17b. Uses print concepts	indicate where to start reading and in what direction; show awareness of various features of print (letters, words, spaces, some punctuation; match a written word with a spoken word and track print from the end of a line to the beginning of the next	4-8
	18a. Interacts during reading experiences, book conversations, and text reflections	ask and answer questions about a text & refers to pictures; identify story-related events during conversation with adults; engage in various teacher-led reading activities using emergent reader skills and focuses on various specific components of a story	4-8
	18b. Uses emergent reading skills	pretend to read, using words that closely match the text on the page; try to match words to words on the page and point to words while reading	5-8
	18c. Retells stories and recounts details from informational texts	retell familiar stories and recount details from nonfiction; retell a familiar story and retell an informational text in the correct order with detail; refer to 4 & 6, with <i>many</i> details about characters, events, ideas, and storylines	4-8
	19a. Writes name	write partially accurate first name; write accurate first name	10-13
M a t h e m a t i c s	20a. Counts	verbally count numbers and objects to 20; know the last number and how many in all; know numbers in order; uses number names while counting to 100 by ones and tens, counts 30 objects accurately, tell what comes before and after numbers to 20	6-8
	20b. Quantifies	make sets of 6-10 objects and describes parts; identify more or less than or equal to; count on to find how many; solve simple equal share problems; make sets of 11-20 objects and describe parts	6-8
	20c. Connects numerals with their quantities	identify numerals to 10 by name and connects to counted objects; represent how many by writing one digit and some two-digit numbers; identify numerals to 20 and connect to counted objects; represent how many with one digit and some two-digit numbers	6-8
	21a. Understands spatial relationships	use and respond appropriately to words that indicate location, direction and distance (behind, backward, etc.); use and make simple sketches, models or maps to locate objects	6-8
	21b. Understands shapes	describe basic two and three dimensional shapes by using own words; recognize shapes when presented; show that shapes remain the same when moved; break apart or combine shapes to create different shapes and sizes	6-8
	22a. Measures objects	use multiples of the same unit to measure; use numbers to compare; know basic measuring tools; use measurement words and some standard measurement tools accurately	6-8
	23 . Demonstrates knowledge of patterns	extend and create simple repeating patterns; recognize, create, and explain more complex repeating and simple growing patterns	6-8