



— A Family's Guide —  
**TO STANDARDS  
& REPORT CARDS**  
— Kindergarten —

at main street. They  
it plants to eat. It can  
te deer can run in front

I adopted the deer as a  
uncle to leave some

with School Education Group, MFL/FL Teacher

Ca  
wa  
ra  
wal

June huge fuse  
Cube confuse fame

First lesson plan about 1975-1985  
2000-2010  
1980-1990  
For these reasons I believe my children should be



# A Family's Guide to Standards and Report Cards

## KINDERGARTEN



### Working Together

To support families in realizing the goals of the Colorado Academic Standards, this document provides an overview of the learning expectations for kindergarten. This guide summarizes specific grade-level standards and indicators used for determining progress within each content area in Adams 12 Five Star Schools. The district provides this information as a tool to help families support each student's learning.

### The Purpose of Standards

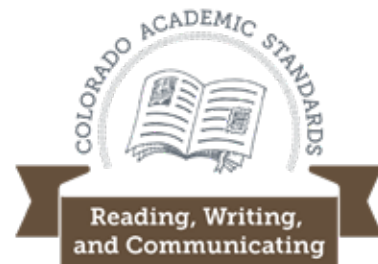
Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure that students are successful in college, careers, and life. The standards define what students will learn in multiple content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

### The Purpose of Report Cards

Adams 12 Five Star Schools' elementary report cards provide information about each student's progress toward meeting grade-level standards across four content areas: English Language Arts/Literacy, Mathematics, Science and Social Studies. Additional comments from the student's teachers may also be included. A report card is sent home at the end of each semester, in January and May. Please know that the report card is designed to describe a student's overall progress toward grade-level standards and expectations. A report card should not serve as the only communication between the school and parents. The Five Star District believes in the importance of maintaining open, ongoing communication with all parents and guardians. Families are strongly encouraged to communicate with teachers throughout the school year to ensure that there is a strong bond and partnership between home and school.

# Kindergarten

## English Language Arts/Literacy



The bold headings below summarize the broad areas of *English Language Arts/Literacy Standards* studied in kindergarten.

### Reading Foundational Skills

The student demonstrates the ability to

- understand the organization and basic features of print
- understand spoken words, syllables, and sounds
- sound out and/or recognize grade-level words
- read emergent-reader texts with purpose and understanding

### Reading

The student, with prompting and support, demonstrates the ability to

- comprehend and draw evidence from literary text
- comprehend and draw evidence from informational text
- ask and answer questions about key details
- use context to determine the meaning of words and phrases
- show understanding of the central idea in the text by referring to key details

### Writing

The student demonstrates the ability to use a combination of drawing, dictating, and writing to

- name a topic
- provide some information about the topic
- with guidance and support from adults, recall information from experiences or gather information from provided sources

### Speaking and Listening

The student demonstrates the ability to

- collaborate effectively with others, following agreed-upon rules
- continue a conversation through multiple exchanges

### Language

The student demonstrates the ability to

- use grade-level conventions of Standard English
- use words and phrases acquired through conversations and texts

### English Language Arts/Literacy Rubric

*The rubric below provides a general description of a student's literacy proficiency in terms of the skills specified in the grade-level standards as demonstrated through a body of evidence. NOTE: Students must be able to BOTH read and comprehend a variety of grade-level literature and informational texts AND demonstrate appropriate literacy skills for each level descriptor.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
<b>READING</b>	<b>READING</b>	<b>READING</b>	<b>READING</b>
The student independently demonstrates the skills of reading standards with above grade-level texts. <b>OR</b> The student demonstrates the skills beyond grade-level reading standards with grade-level texts.	The student independently demonstrates the skills of reading standards with grade-level texts.	The student independently demonstrates the skills of reading standards with below grade-level texts. <b>OR</b> With support, the student demonstrates the skills of reading standards with grade-level texts.	The student demonstrates limited understanding of the skills of reading standards with below grade-level texts. <b>OR</b> With significant support, the student demonstrates limited understanding of the skills of reading standards with grade-level texts.
<b>WRITING &amp; LANGUAGE</b>	<b>WRITING &amp; LANGUAGE</b>	<b>WRITING &amp; LANGUAGE</b>	<b>WRITING &amp; LANGUAGE</b>
The student independently demonstrates the skills beyond grade-level writing and language standards.	The student independently demonstrates the skills of grade-level writing and language standards.	With support, the student demonstrates the skills of grade-level writing and language standards.	With significant support, the student demonstrates limited understanding of grade-level writing and language standards.



# Kindergarten Mathematics

The bold headings below summarize the broad areas of *Mathematics Content Standards* studied in kindergarten. Mathematics content learning at all grade levels is embedded in *Standards for Mathematical Practice* that foster student expertise in problem solving, conceptual understanding, modeling the world using mathematics, and communication of mathematical reasoning.



## Counting, Cardinality, and Numbers Base Ten

The student will

- know number names and the count sequence
- count to tell the number of objects
- compare numbers
- work with numbers 11-19 to gain foundations for place value

## Operations and Algebraic Thinking

The student will

- understand addition as putting together and adding to
- understand subtraction as taking apart and taking from

## Measurement and Data

The student will

- describe and compare measurable attributes
- classify objects and count the number of objects in each category

## Geometry

The student will

- identify and describe shapes
- analyze, compare, create, and compose shapes

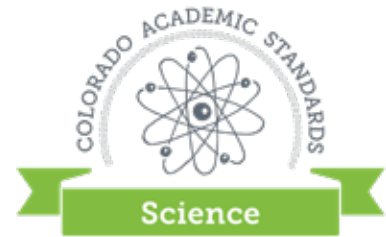
### Mathematics Rubric

*The rubric below provides a general description of student work with mathematics standards at four levels of proficiency. NOTE: Students must be able to BOTH demonstrate appropriate use of mathematical concepts and skills AND explain mathematical thinking for each proficiency level descriptor.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
<p>The student uses developmentally appropriate mathematical concepts and skills to solve unusual or extended response problems with limited errors.</p> <p style="text-align: center;"><b>AND</b></p> <p>The student's explanations, and reasoning are complete, logical, and detailed.</p>	<p>The student uses appropriate mathematical concepts and skills to solve familiar problems with limited errors.</p> <p style="text-align: center;"><b>AND</b></p> <p>The student's explanations and reasoning are complete and logical but lack details.</p>	<p>The student appears to understand some appropriate mathematical concepts and skills but is inconsistent in finding solutions.</p> <p style="text-align: center;"><b>AND</b></p> <p>The student's explanations and reasoning are incomplete or lack logical flow.</p>	<p>The student appears not to understand appropriate mathematical concepts and skills and is unsuccessful in finding solutions.</p> <p style="text-align: center;"><b>AND</b></p> <p>The student's explanations are absent or do not match process/solution.</p>

# Kindergarten Science

The bold headings below summarize the three strands that comprise *Science Content Standards* in Kindergarten and *Science Practices* necessary for the advancement of science in our society. Skills critical to success in science include **observing, collecting, analyzing,** and **interpreting evidence.**



## Life

The student demonstrates the ability to

- identify common needs of living things
- sort organisms based on observable characteristics and justify those categories

## Physical

The student demonstrates the ability to

- describe the motion of a child who is playing
- describe how objects can be sorted using their physical properties and justify those categories

## Earth

The student demonstrates the ability to

- prove the Sun provides heat and light to the Earth
- communicate what happens when the Sun's light and heat is blocked

## Science Practices

The student demonstrates the ability to

- communicate scientific thinking orally and in writing using both words and visual representations (graphs, diagrams, pictures)
- ask questions to further understanding and determine which questions are testable
- plan and carry out a simple scientific investigation

### Science Rubric

*The rubric below provides a general description of student work with science standards at four levels of proficiency. NOTE: Students must be able to demonstrate BOTH skills AND conceptual understanding.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
The student consistently and independently applies standards-based skills and understanding of concepts to new or novel situations.	The student consistently and independently applies standards-based skills and understanding of concepts in familiar situations.	The student inconsistently applies standards-based skills and/or understanding of concepts in familiar situations.	The student demonstrates limited ability to apply standards-based skills and/or understanding of concepts.

# Kindergarten Social Studies

The bold headings below summarize the broad areas of *Social Studies Content Standards* studied in kindergarten. Kindergarten social studies is an initial exploration of each of the social studies domains of history, geography, economics, and civics.



## History

The student demonstrates the ability to

- ask questions about the past
- use ordinal words: past, present, future, next
- identify differences and similarities between self and others

## Geography

The student demonstrates the ability to

- compare and contrast how people live around the world
- distinguish between a map and a globe
- give examples of food, clothing, and shelter and how they change in different environments

## Economics

The student demonstrates the ability to

- give examples of ownership
- identify the difference between wants and needs
- give examples of spending income on wants vs. needs

## Civics

The student demonstrates the ability to

- contribute to making and maintaining class community decisions
- give examples of the difference between democratic voting and decisions made by authorities
- give examples of qualities of a good citizen
- practice citizenship skills including courtesy, honesty, and fairness in working with others

### Social Studies Rubric

*The rubric below provides a general description of student work with social studies standards at four levels of proficiency. NOTE: Students must be able to BOTH demonstrate appropriate use of social studies concepts and skills AND apply the tools of a historian, geographer, economist, and political scientist.*

4   ADVANCED UNDERSTANDING	3   MEETS THE STANDARD	2   APPROACHING	1   DOES NOT MEET
The student meets the above skills and content standards and is able to apply the information to new situations.	The student consistently and independently meets the above skills and demonstrates accurate content knowledge.	The student meets either mastery of the skill or content knowledge but not consistently or without support.	The student demonstrates limited understanding of the skills and content of the standard.



Adams 12   
Five Star Schools

1500 E. 128th Ave, Thornton, CO 80241  
(720) 972-4000

[www.adams12.org](http://www.adams12.org)