

Geary County USD 475 Grade Card Guide for Kindergarten

Evaluation Marks

• Used for Student Responsibilities and Academic Skills.

4 = Exceeds Expectation

3 = Meets Expectation

2 = Approaches Expectation

1 = Below Expectation

• Not all sub-skills will be assessed each quarter. Sub-skills not assessed will be left blank.

• Blank lines on the grade card may be used for adding targeted sub-skills not already reported.

• Expectation is for mastery of skills by the end of the year.

Modifications

• The box must be checked if the student had additional assistance or changes to assignments were made for that subject during the quarter.

Reading

Standard 1: Reading

Recognizes rhyming words:

• Does cat rhyme with sat?

Produces rhyming words:

• What word rhymes with bell?

Claps syllables in words:

• Clap the word foot / ball.

Produces initial sounds:

• What is the first sound in seal?
(produces /s/ sound)

Produces final sounds:

• What is the last sound in man?
(produces the /n/ sound)

Puts together phoneme blends:

• Listen to the sounds /d/o/g/.

Tell me what word that is.

Separates phonemes:

• Tell me the sounds in the word rug.
(child says /r/u/g/)

Scoring for above sub-skills:

4 =6/6 **2** =4/6

3 =5/6 **1** =3/6 (or less)

Identifies uppercase letters by name

Identifies lower case letters by name

Identifies letters by sounds

Scoring for letter/sound identification:

4 = Names 26/26 letters

3 = Names 25/26 letters

2 = Names 20 to 24 letters

1 = Names 19 or less letters

Demonstrates an understanding of concepts of print:

• Skills are: 1) recognizes book cover, 2) points to where story begins, 3) tracks print with one-to-one correspondence, 4) identifies beginning and ending of a sentence.

Scoring based on District assessments:

4= 4/4 **3**=3/4 **2**=2/4 **1**=1/4

Reads high frequency words:

• Assessed using district kindergarten sight word list in 3rd and 4th quarters.

Third Quarter Scoring:

4 = 25 to 35 words

3 = **17 to 24 words**

2 = 9 to 16 words

1 = 8 words or less

Fourth Quarter Scoring:

4 = 35+

3 = **25 to 35 words**

2 = 17 to 24 words

1 = 16 words or less

Standard 2: Literature

Demonstrates story comprehension:

• 5 required skills are: identify character(s), identify setting, retell story in sequence, identify problem and solution.

Scoring

4 = Identifies with elaboration: multiple characters, setting, sequence of story through retelling, problem and solution

3 = **Identifies all 5 skills: main characters, setting, sequence of story through retelling (beginning/middle/end), problem and solution**

2 = Demonstrates 4/5 skills

1 = Demonstrates 3 or less skills

Writing

Standard 1: Writing (Ideas and Content/Conventions)

• The Kindergarten 5-point scale provided by the district will be used for assessment.

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Mathematics

Standard 1: Numbers/Computation

- Manipulatives (i.e., number line, hundreds chart) may NOT be used for identifying, writing, ordering, and counting numbers.
- Manipulatives MAY be used for ordering numbers, addition, subtraction, coins, and more/less/same.

Identifies numbers 0 to 50:

4 = Identifies numbers greater than 50

3 = Identifies 20 to 50

2 = Identifies 10 to 19

1 = Identifies 0 to 9

Writes numbers 0 to 50:

- Reversals may be considered developmentally appropriate, however place value *must* be correct (i.e., 15 cannot be written 51)

4 = Writes numbers greater than 50

3 = Writes 20 to 50

2 = Writes 10 to 19

1 = Writes 0 to 9

Orders numbers 0 to 50:

- Students will arrange number cards into correct numerical order. A pocket chart may be used.

4 = Orders beyond 50

3 = Orders 20 to 50

2 = Orders 10 to 19

1 = Orders 0 to 9

Counts to 50 by 1's:

4 = Counts beyond 50

3 = Counts 20 to 50

2 = Counts 10 to 19

1 = Counts 0 to 9

Counts to 50 by 5's:

4 = Counts beyond 50

3 = Counts to 50

2 = Counts to 30

1 = Counts to less than 30

Counts to 50 by 10's:

4 = Counts beyond 50

3 = Counts to 50

2 = Counts to 30

1 = Counts to less than 30

Counts backwards from 15:

4 = Counts backwards from 20 to 0

3 = Counts backwards from 15 to 0

2 = Counts backwards from 10 to 0

1 = Counts backwards from 5 to 0

Adds concrete objects to 10:

4 = Adds sums to 10 without objects

3 = Adds sums to 10 with objects

2 = Adds sums to 5 with objects

1 = Does not understand concept

Subtracts concrete objects from 10:

4 = Subtracts from 10 without objects

3 = Subtracts from 10 with objects

2 = Subtracts from 5 with objects

1 = Does not understand concept

Identifies: Penny, Nickel, Dime, Quarter:

- Given a set of four coins (penny, nickel, dime, and quarter), the student replies appropriately when asked, "What coin is this?"

4 = Names all coins and states at least one value

3 = Names all coins

2 = Names 3 out of 4 coins

1 = Names less than 2 of the coins

Identifies sets that have more/less/same

4 = Comparing sets, identifies how many more or less

3 = Comparing sets, identifies more/less/same

2 = Comparing sets using at least 2 of 3 comparisons (i.e., child identifies more and less, but not same)

1 = Not able to compare sets

Standard 2: Algebraic Concepts

- Skill can be demonstrated by objects, numerals, colors, etc.

Extends AB, ABC, AAB patterns as indicated:

• Students must extend given pattern by at least two pattern units

4 = Can accurately extend a more complex pattern

3 = Can accurately extend all three types of patterns

2 = Can accurately extend at least one type of pattern

1 = Attempts to extend one pattern

Creates AB, ABC, AAB patterns as indicated:

- Students must create a pattern with at least three pattern units

4 = Can accurately create a more complex pattern

3 = Can accurately create all three types of patterns

2 = Can accurately create at least one type of pattern

1 = Attempts to create one pattern.

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Standard 3: Geometry

Names 2-D shapes: circle, square, triangle, rectangle ellipse, rhombus, hexagon, and trapezoid:

• Given a set of the 2-D shapes, the student will reply appropriately when asked, "What 2-D shape is this?"

• The standard 2-D shapes are: circle square, triangle, rectangle, and ellipse

4 = Accurately names more than the five standard 2-D shapes

3 = Accurately names five standard shapes

2 = Accurately names three or four standard 2-D shapes

1 = Accurately names two or less standard 2-D shapes

Names 3-D shapes: cube, rectangular prism, cylinder, cone, and sphere:

• Given a set of the 3-D shapes the student will reply appropriately when asked, "What 3-D shape is this?"

• Standard 3-D shapes are: cube, rectangular prism, cylinder, cone, and sphere

4 = Accurately names all 3-D shapes and gives real-world examples (i.e., a cereal box is a rectangular prism)

3 = Accurately names all 3-D shapes

2 = Accurately names three or four 3-D shapes

1 = Accurately names two or less 3-D shapes

Measures an object using non-standard units:

4 = Accurately measures with more than one non-standard unit (i.e., measures with links, bears, cubes, paperclips, etc.)

3 = Accurately measures with a given non-standard unit

2 = Measures within one non-standard unit

1 = Not able to demonstrate the ability to measure

Reads clock to the hour:

4 = Reads clock to ½ hour

3 = Reads clock to hour with 2 hands

2 = Reads clock to hour with just hour hand

1 = Cannot read clock

Standard 4: Data

Interprets a picture graph:

• Assessed using District quarterly checklist/CRT

4 = Accurately answers 4/4 questions

3 = Accurately answers 3/4 questions

2 = Accurately answers 2/4 questions

1 = Accurately 1/4 questions

Counts and records using tally marks to 25:

• Assessed using District quarterly checklist/CRT

4 = Accurately answers 4/4 assigned tasks

3 = Accurately answers 3/4 assigned tasks

2 = Accurately answers 2/4 assigned tasks

1 = Accurately 1/4 assigned tasks

Student Responsibilities

- **Uses active listening**- pays attention to the person speaking
- **Cooperates with others**- works and plays well with others
- **Respects peers/adults**- is kind and polite
- **Accepts correction**- makes suggested changes to work or behavior without difficulty
- **Does personal best**- puts forth his/her best effort
- **Assumes responsibility**- completes/returns assignments, is a dependable student, follows classroom/building guidelines

Comments

- Comments must be labeled by date or quarter.

Grade Level Next Year

- Placement or promotion must be indicated in this area at the end of the school year.