

# 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.

## ***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***

4 = 6/6      2 = 4/6  
3 = 5/6      1 = 3/6 (or less)

#### **Identifies uppercase letters:**

#### **Identifies lower case letters:**

#### **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) recognizing 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-assessed in 3<sup>rd</sup> and 4<sup>th</sup> quarter.

#### ***Third Quarter Scoring:***

4 = 10 or more words  
3 = 8 to 10 words  
2 = 5 to 7 words  
1 = 0 to 4 words

#### ***Fourth Quarter Scoring:***

4 = 25 words plus bonus word(s)

3 = 22 to 25 words  
2 = 13 to 21 words  
1 = 12 words or less

## **Standard 2: Literature**

### **Demonstrates story comprehension:**

- 5 required skills are: identify character(s), identify setting, retell story in sequence, 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: Ideas and Content/Conventions**

- The District Kindergarten 5 point scale will be used for scoring.

## ***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

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- **Accepts correction-** makes suggested changes to work or behavior without difficulty
- **Does personal best-** puts forth their best effort
- **Assumes responsibility-** completes/returns assignments, is a dependable student, follows classroom/building guidelines

## *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. Pocket charts

- 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 11
- 2 = Counts backwards from 10 to 6
- 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 or 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

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## 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.

## **Standard 3: Geometry**

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

- Given a set of the 2-D shapes (circle, square, triangle, rectangle, ellipse, rhombus, hexagon, and trapezoid), the student will reply appropriately when asked, “What 2-D shape is this?”
- 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 shapes

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

- Given a set of the 3-D shapes (cube, rectangular prism, cylinder, cone, and sphere) 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 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

## *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.