

Middletown Public Schools

Information Sheet for the Grade K Standards Based Report Card v.6

NOTE

UPPERCASE – scored with 1-3
Sentence Case Italics – scored with * for
needs improvement
(Learner Qualities use C,S,N key)

Core Content & Co-Curricular Areas

READING

(*Includes facts & concepts in Social Studies)

EARLY READING STRATEGIES / PHONEMIC AWARENESS

Blending and segmenting syllables and onset-rimes
Isolating phonemes in single syllable words
Recognizing pairs of rhyming words

CONCEPTS OF PRINT

Distinguishing between printed letters and words
Following text with finger-pointing, demonstrating left-to right and top-to bottom directionality
Identifying the first and last parts of a word
Identifying key parts of a book: front and back, print, illustrations

WORD IDENTIFICATION SKILLS & STRATEGIES

Reads high frequency words
Identifies letters
Identifies sounds

VOCABULARY

Uses strategies to unlock meaning
Identifies synonyms and antonyms
Demonstrates knowledge of basic concepts
Organizes words by category

LITERARY TEXTS (FICTION)

Identifies characters in a story
Responds to simple questions about a book's content
Generates questions during read alouds
Makes predictions about what might happen next
Identifies characteristics of main characters
Compares texts to personal experience

INFORMATIONAL TEXT (NONFICTION)

Uses text features to obtain information
Uses information to answer questions
Generates questions during read alouds
Tells what was learned
Makes basic inferences

READING STRATEGIES

Notices when sentences fail to make sense (when listening to a read aloud or reading)
Uses pictures, syntax or repetitive language patterns to help predict words
Uses reading comprehension strategies (connections, predicting and retelling)

BREADTH OF READING

Reads during independent reading time
Participates in discussions about text

ORAL COMMUNICATION

(*Includes facts & concepts in Social Studies)
Follows simple verbal directions
Demonstrates interactive listening

What is a standards based report card and why does Middletown Public Schools use them?

Middletown Public Schools provides grade reports in grades K – 8 each trimester. These grade reports are standards-based report cards. A standards-based report card lists the most important content and skills students should learn in each subject at a particular grade level. These lists are based upon the Rhode Island grade level expectations. For example, in math, a fourth-grade report card might list these skills: number and operations, functions and algebra, geometry and measurement, and data, statistics and probability, problem solving and communications.

Instead of letter grades, students receive marks that show how well they have mastered the content and skills. The marks might show whether the student is proficient with distinction, proficient, partially proficient, or substantially below proficient. Students usually get separate marks for effort and work habits, also called learner qualities. These are important for parents to keep tabs on, even if these characteristics aren't included in the assessment of the student's academic skills.

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 content and skills that students are responsible for learning. Students receive a separate mark for each standard.

The marks on a standards-based report card are different from traditional letter grades. Letter grades are often calculated by combining how well the student met his particular teacher's expectations, how he performed on assignments and tests, and how much effort the teacher believes he put in. Letter grades do not tell parents which content and skills their children have mastered or whether they are working at grade level. Because one fourth-grade teacher might be reviewing reading out loud accurately, while another is teaching reading for comprehension, getting an A in each of these classes would mean very different things. The parent of a child in these classes would not know if the child were learning what he should be to meet the state grade level expectations (standards).

Standards-based report cards should provide more consistency between teachers than traditional report cards, because all students are evaluated on the same grade-appropriate skills. Parents can see exactly which skills and knowledge their children have learned.

For additional information please visit
www.mpsri.net and <http://www.ride.ri.gov>

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Orally shares information and experiences
 Waits for appropriate turn to speak

WRITTEN COMMUNICATION

(*Includes facts & concepts in Social Studies)

HABITS/PROCESSES (pre-write, drafting)

Generates topics

Writes Daily

STRUCTURES OF LANGUAGE

Expresses an idea using pictures and letters

READING / WRITING CONNECTION

Represents understanding of text through pictures

EXPRESSIVE/NARRATIVE WRITING

Uses pictures and/or words to create an understandable story line with characters

Recognizes that experiences and stories can be written about

INFORMATIONAL WRITING

Names or labels pictures

Represents facts through pictures

Uses pictures to illustrate details and information related to a topic

WRITING CONVENTIONS

Uses phonemic awareness and letter knowledge to spell and logically

MATHEMATICS

NUMBER & OPERATION

Understands rational whole numbers (0 to 12)

Understands relative magnitude of numbers (0 to 20)

Addition & subtraction (whole numbers 1-10)

Names & values of coins (penny, nickel, dime)

Mentally adds & subtracts (by one)

Makes estimates of the number of objects in a set (up to 20)

GEOMETRY & MEASUREMENT

Sort and classify polygons or objects

Understands and describes measurement attributes

Determines time (days, weeks, month)

Understands spatial relationships (using location & position)

FUNCTIONS & ALGEBRA

Identifies and extends a variety of patterns

DATA, STATISTICS & PROBABILITY

Interprets class chart & answers questions to formulate answers

Analyzes patterns using more, less, or equal

PROBLEM SOLVING, REASONING & PROOF

Identifies a simple problem and uses problem solving strategies to solve it

Uses mathematical reasoning & proof

COMMUNICATION, CONNECTIONS, & REPRESENTATIONS

Communicate their understanding of mathematics.

Creates & uses representations to communicate mathematical ideas

Recognizes, explore, and develop mathematical connections.

SCIENCE

Demonstrates understanding of concepts & vocabulary

Actively engages in science kits

CO-CURRICULARS

ART

TOOLS & PERFORMANCE

LQ: Cooperation/respectful citizen

MUSIC

TOOLS

LQ: Cooperation/respectful citizen

PHYSICAL EDUCATION

(*Includes facts & concepts in Health)

MOVEMENT FORMS

LQ: Cooperation/respectful citizen

LIBRARY

DEVELOPMENT OF SKILLS/CONCEPTS

LQ: Cooperation/respectful citizen

Marking for

Core Content, Co-Curricular Areas, & Learner Qualities

- | | |
|----------|--|
| 3 | SECURE: The child can apply the skill or concept correctly and independently. S/he consistently meets grade level expectations for this trimester. |
| 2 | DEVELOPING: The child shows some understanding, however, errors and misunderstandings still occur. Reminders, hints and suggestions are incorporated with understanding. S/he sometimes meets grade level expectations for this trimester |
| 1 | BEGINNING: The child cannot complete the task independently. S/he shows little or no understanding of the concept or skills. S/he does not meet grade level expectations for this trimester. |
| X | NOT ASSESSED THIS TRIMESTER |
| * | <i>Needs Improvement</i> |

LEARNER QUALITIES - Continue to Page 3

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LEARNER QUALITIES

SELF-DIRECTED LEARNER

- Maintains focus*
- Organizes classroom and personal materials*
- Behavior is conducive to learning*
- Makes appropriate decisions independently to solve problems*

QUALITY PRODUCER

- Puts best effort into work*
- Follows directions*
- Completes tasks in a reasonable amount of time*
- Independence with self-help skills*

COOPERATIVE WORKER

- Works cooperatively in a variety of group settings*
- Follows classroom routines*
- Adapts to change*

RESPECTFUL CITIZEN

- Respects and accepts authority*
- Interacts appropriately with peers*
- Shows courtesy and respect for others*
- Respects property*
- Follows classroom and school rules*
- Uses self-control*

Marking for Learner Qualities

- C** **Consistently**
- S** **Sometimes / Progressing**
- N** **Needs Attention / Beginning**

- *** *Needs Improvement*

Important Links

Middletown Public Schools
www.mpsri.net

Middletown Standards Based Report Cards
<http://www.mpsri.net/page.cfm?p=937>

Middletown Curriculum Information
<http://www.mpsri.net/page.cfm?p=924>

RI Department of Education
<http://www.ride.ri.gov>

RI Statewide Curriculum Web Site
<http://www.ride.ri.gov/instruction/curriculum/>

RI Office of Instruction
<http://www.ride.ri.gov/Instruction/gle.aspx>