Kindergarten Report Card Parent Guide

Dear Parents/Guardians,

As Singapore American School (SAS) continues to improve teaching and learning for all students, we know that parents and families are our most valuable partner. This is especially true as we adopt rigorous standards for what every child should know and be able to do in each subject area and grade level. These standards set high expectations for students, staff, and schools. Achieving these standards requires continuous progress monitoring and providing targeted support as needed.

Like teachers, parents need accurate and meaningful information—particularly information about student strengths and challenges in performing to high expectations—to better understand and support student learning. Standards describe what a student should know and be able to do at each grade level in all subjects. SAS has studied the use of a standards based report card for elementary students and believes this is a positive step in better communicating grade-level expectations for student learning. The report card provides valuable information on your student’s performance to the standards. The report card also provides information on your child's learning behaviors - work habits, behavior, and effort.

The standards based report card is helpful in many ways. First, it clarifies and reinforces consistent, high expectations for all SAS students. Second, the report card helps teachers, students, and families focus on the standards throughout the school year. Finally, and most importantly, the report card provides specific feedback on progress to the standards so students, families, and teachers can work together to set meaningful goals for improvement. Information on which big ideas and concepts each child has learned and what work is still needed for success helps ensure that your child receives additional support—at home and school—when needed.

This Parent Guide provides information about the report card, including additional background information, a description of proficiency levels, a sample report card, and further detail on the content area standards included on the report card. We hope you will find the Parent Guide and the standards based report card system helpful. Please feel free to us if you have questions or concerns.

Sincerely,

David Hoss

Elementary School Principal

Jennifer Sparrow

Executive Director of Teaching & Learning
Components of a Standards-Based System

There are four essential components of a standards-based teaching, learning, assessment, and reporting system:

The **Content Standards** describe what a student should know and be able to do at a given grade level.

A teacher uses **Assessments** to measure learning and the extent to which a student has met the grade level content standards.

The standards-based **Curriculum** is a roadmap a teacher uses to ensure that Instruction targets the content standards.

The standards-based **Report Card** allows a teacher to communicate accurately a student’s progress towards meeting content standards at specific points.

Definitions of Proficiency Levels

Students are evaluated based on expected progress at that particular point in the school year. In other words, students who receive “S” or “Secure” are performing at the level expected for their grade at that point in the school year.

Proficiency levels for academic standards are defined as follows:

**S** - SECURE- Student consistently demonstrates understanding of concepts and skills. Student meets the grade level expectations.

**P** - PROGRESSING- Student demonstrates growing understanding of concepts and skills. Student is beginning to or inconsistently meets grade level expectations.

**C** - CONCERN- Student demonstrates significant difficulty in understanding the concepts and/or skill. Student is consistently below grade level expectations even with support services.

Proficiency levels for learning behaviors are defined as follows:

**3** - Student meets the behavioral expectation(s).

**2** - Student inconsistently meets the behavioral expectation(s).

**1** - Student seldom demonstrates the behavioral expectation(s).

Proficiency levels for World Language are described in an addendum attached to your child’s report card, the Interpersonal Oral and Interpretive Reading Score Descriptions.

Teachers may also indicate NA or NOT ASSESSED if the standard was not assessed during the semester.
Students Receiving ESOL, Math Resource, RLA Resource, and/or Speech and Language Therapy Services

All students are graded according to grade level standards, in line with their peers, on the grade level report card. Proficiency levels given on the Standards-based Report Card are based on expectations for that grade level. For students receiving a support service, the following applies:

- **ESOL**: ESOL teacher will complete the RLA section of the report card for assigned students and will complete an additional report.
- **RLA Resource**: Homeroom teacher, in consultation with the RLA Resource teacher, will complete the RLA section. The RLA Resource teacher will complete an additional report.
- **Math Resource, Grades 3-5**: Math Resource teacher completes the math section of the report card for assigned students and will complete an additional report.
- **GATE MATH**: GATE Math teacher will complete a separate report.
- **Speech and Language Therapy**: Homeroom teacher will complete RLA section. An additional will not be included with the report card.

Like grade level report cards, supplementary reports described above will be sent to parents by email. Each report will be delivered in a separate email message.

Sample Report Card

Scores received reflect the degree to which students met grade level expectations for that point of the year.

Semester 1 is from August to December. Semester 2 is from January to June.

The lines shaded gray are headings and students will not receive scores on these lines.

Comments from the Homeroom, Art, Music, Physical Education, and World Language teachers will be found on pages two and three of the report card.

Additional reports and/or comments will be attached for students receiving RLA Resource, math Resource, ESOL, and/or GATE Math services.

Academic content will receive S, P, or C. If the standard was not assessed, teachers will put a NA. Learning Behaviors will receive 3, 2, or 1.
**Grade Level Explanation**

Standards are different for each content area and for each grade level. Each standard that is assigned a score on the standards-based report card is broken down into the components that a teacher considers when instructing, assessing and assigning a proficiency level to your child’s performance. Compare each content area chart to the corresponding content area of the report card to understand your child’s specific strengths and weaknesses. If you have questions specific to your child, please contact his or her teacher.

In kindergarten reading, students learn skills required for the beginning stages of reading. They explore the relationships between different letters, letter combinations, and sounds. Reading becomes more fluent as they learn skills to identify words and gain meaning from text. Students learn about words and how to express themselves using spoken and written language. They write to share their ideas and explain what they have learned and participate in shared research projects. In math, students focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics. In science, students investigate animals (in homeroom) and wood and paper (in science lab). In social studies, students focus on themselves as an individual and the many facets of being a productive member of a classroom community.

### Reading Language Arts

| Reading Level | Reading level is determined by a student’s ability to independently read grade level text. Elements assessed include accuracy, rate (speed), and literal comprehension (answering questions found in the text) and inferential comprehension (“reading between the lines”).

Note: To provide greater specificity on your child's reading ability, teachers may mark the reading standards independently of each other. If a student receives a “Progressing” or “Concern” for reading level, teachers will ask him or her to demonstrate comprehension of grade-level text through shared reading or after having a grade-level text read aloud to them. This will allow them to determine whether the struggle to read at grade level is because of difficulty with comprehension skills (Reading Comprehension: Literature and/or Reading Comprehension: Informational Text), decoding and fluency skills (Reading Foundational Skills) or both. This means that a student who receives a “P” or “C” for Reading Level might receive a “S” for Comprehension or Foundational Skills, providing you with a clearer picture of where attention and/or support needs to be given.

| Reading Comprehension: Literature | Reading Comprehension: Literature includes stories as well as poetry.

- Key ideas and details (e.g., with prompting and support ask and answer questions; with prompting and support, retell familiar stories)
- Craft and structure (e.g., recognize common types of texts; with prompting and support, name the author and illustrator and define the role of each)
- Integration of knowledge and ideas (e.g., with prompting and support, describe the relationship between illustrations and the text in which they appear)

| Reading Comprehension: Informational Text | Informational text includes Literary Nonfiction and Historical, Scientific, and Technical Texts.

- Key ideas and details (e.g., with prompting and support, identify the main topic and retell key details)
- Craft and structure (e.g., identify the front cover, back cover, and title page of a book)
- Integration of knowledge and ideas (e.g., with prompting and support, describe the relationship between illustrations and the text in which they appear)

| Reading Foundational Skills and Reading Behaviors | Print Concepts (i.e., understand the organization and basic features of print)
- Phonological Awareness (i.e., demonstrating understanding of spoken words, syllables, and sounds)
- Phonics & Word Recognition (i.e., know and apply grade-level phonics and word analysis skills in decoding words)
- Fluency (i.e., read emergent-reader texts with purpose and understanding)
- Effective Reading Behaviors (e.g., begin to develop reading stamina; begin to read independently and with a partner)
### Reading Language Arts (continued)

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<th>Reading Language Arts</th>
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| **Writing Different Genres (Text Types and Purposes)** | • Write informative/explanatory texts using a combination of drawing, dictating and writing  
• Write narratives using a combination of drawing, dictating and writing |
| **Writing Processes (Production & Distribution of Writing)** | • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed |
| **Writing Behaviors** | • Begin to see self as a writer  
• Begin to read own writing  
• Begin to build writing stamina |
| **Listening & Speaking** | • Comprehension and collaboration (e.g., participate in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on kindergarten topics and texts following agreed-upon rules for discussions; ask and answer questions in order to seek help, get information, or clarify something that is not understood)  
• Presentation of knowledge and ideas (e.g., describe familiar people, places, and events and, with prompting and support, provide additional detail) |
| **Language Skills (Conventions & Grammar)** | • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (e.g., print many upper- and lowercase letters; use frequently occurring nouns and verbs; understand and use question words)  
• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (e.g., capitalize the first word in a sentence and the pronoun I; recognize and name end punctuation)  
• With guidance and support from adults, explore word relationships and nuances in word meanings  
• Use words and phrases acquired through conversations, reading, and being read to |
| **Math** | |
| **Counting & Cardinality** | • Know number names and the count sequence  
• Count to tell the number of objects  
• Compare numbers |
| **Operations & Algebraic Thinking** | • Understand addition as putting together and adding to  
• Understand subtraction as taking apart and taking from |
| **Number & Operations in Base Ten** | • Work with numbers 11-19 to gain foundations for place value |
| **Measurement & Data** | • Describe and compare measurable attributes  
• Classify objects and count then number of objects in each category |
| **Geometry** | • Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)  
• Analyze, compare, create, and compose shapes |
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<th>Science</th>
<th>Social Studies</th>
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| Animals Two by Two (Life Science) | • Know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects)  
• Know stories sometimes give plants and animals attributes they do not really have |
| Science Skills | • Observe common objects by using the five senses  
• Communicate observations and comparisons orally and through drawings |
| History: Applies Historical Thinking | • Understand historical chronology and concepts of time, continuity, and change (e.g., awareness that celebrations are a significant part of a person’s heritage)  
• Understand and analyzes cause and effect relationships of major historical events (e.g., awareness a person’s heritage is expressed through the arts, customs, traditions, family celebrations and language)  
• Understand there are multiple perspectives and interpretations of history (e.g., respects people’s traditions and celebrations that are different than their own)  
• Uses history to understand the present and plan for the future (e.g., understands that the festivals we celebrate today are connected to the past) |
| Geography: Applies a Spatial Perspective | • Understand location, physical and cultural characteristics of places and how these are represented spatially (e.g., knows countries that are significant to their families, such as where they were born; understands that their class community is made of people from different places and cultural backgrounds) |
| Civics: Applies Understanding of Rights and Responsibilities | • Understand the key civic ideals and principles and roles, rights and responsibilities of citizenship (e.g., identifies their role and responsibilities within their own family; understands the difference between immediate and extended family)  
• Understand the purposes, organization, and function of rules, laws, governments, and political systems (e.g., explains the purpose and importance of rules; knows that there are different rules for home and school)  
• Understand civic involvement (e.g., understands and contributes to making the classroom community a safe, supportive and productive environment) |