

# Los Gatos Union School District



## Standards-Based Report Card

### Kindergarten

### Parent Handbook 2018 - 2019

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Dear Parents and Guardians,

The Los Gatos Union School District’s new *Standards-Based Report Card* is fully aligned with the State of California’s Common Core Standards. The scores on the report card do not reflect every standard taught and assessed during the school year, but rather the prioritized standards selected by the district’s grade-level teams. Prioritized standards were selected because they were considered high leverage standards that are indicators of future academic success. These prioritized standards are reported on in the scope and sequence designed by teacher teams. The following documents show these selected prioritized standards in the corresponding trimester that they are taught and formally assessed.

We hope the Standards-Based Report Card is a useful tool that enhances school and home communication, and that it provides the basis for ongoing dialogue to support each student’s success.

Sincerely,

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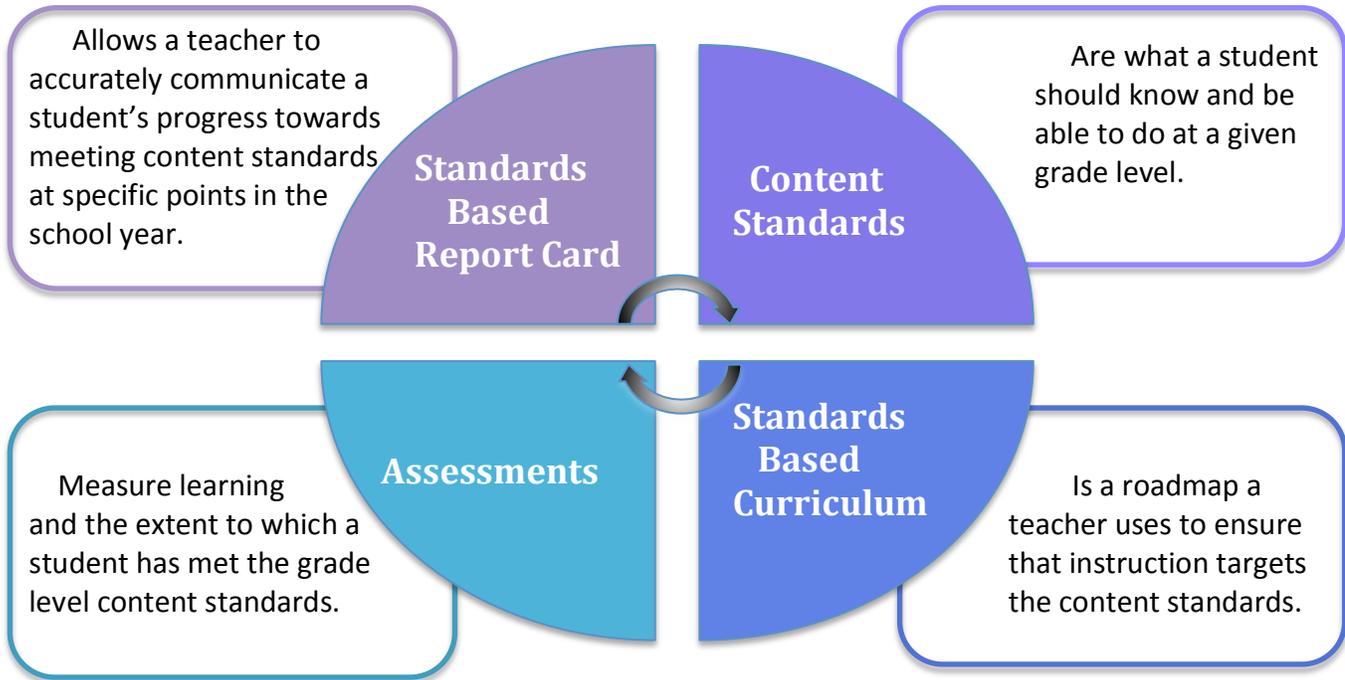
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## Components of a Standards-Based System



TRADITIONAL SYSTEMS	STANDARDS-BASED SYSTEM
<ul style="list-style-type: none"> <li>Major subjects listed by name only</li> </ul>	<ul style="list-style-type: none"> <li>Content standards and grade-level indicators define major subjects</li> </ul>
<ul style="list-style-type: none"> <li>One grade per subject</li> </ul>	<ul style="list-style-type: none"> <li>One grade for each goal within a subject area</li> </ul>
<ul style="list-style-type: none"> <li>Percentage system</li> <li>Criteria often unclear or assumed to be known</li> </ul>	<ul style="list-style-type: none"> <li>Criterion-referenced standards and goals</li> <li>Publicly published criteria/targets</li> </ul>
<ul style="list-style-type: none"> <li>Uncertain mix of achievement/attitude/effort/behavior</li> <li>Includes group scores</li> </ul>	<ul style="list-style-type: none"> <li>Achievement only</li> <li>Individual evidence only</li> </ul>
<ul style="list-style-type: none"> <li>Everything is scored and included regardless of when it was completed in the grading period</li> </ul>	<ul style="list-style-type: none"> <li>Most recent evidence emphasized</li> </ul>
<ul style="list-style-type: none"> <li>Grades "calculated"</li> </ul>	<ul style="list-style-type: none"> <li>Grades "determined" by measuring progress towards meeting standards</li> </ul>
<ul style="list-style-type: none"> <li>Varied quality of assessments</li> </ul>	<ul style="list-style-type: none"> <li>Quality assessments only and data carefully recorded</li> </ul>
<ul style="list-style-type: none"> <li>Teacher decides and announces grades</li> </ul>	<ul style="list-style-type: none"> <li>All aspects of grading discussed with students</li> </ul>

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## Progress Towards Standards

In grades kindergarten through fifth grade, there are three trimesters per school year. At the end of each trimester, teachers will provide information about your student's progress on the Standards-Based Report Card.

For each reporting period, students are evaluated based on their progress in specific, prioritized standards or learning objectives taught during the trimester.

The final report card reflects the student's end-of-year progress in mastering the prioritized standards for that grade level. Proficiency levels are broadly defined as follows:

### SCORING

On a Standards-Based Report Card, a mark of "3" is the expected goal for students, which indicates that the student is meeting the requirements of the academic standards for his/her grade level. Marks of "3" and "2" both indicate that a student is working within the expectation of his/her grade level. The difference is the level of independence and support a student needs to demonstrate mastery. The goal is that students will achieve a "3" by the end of the year for each grade-level standard. Learners are scored on their progress made toward mastery of the expectations set forth for each marking period.

# 3

#### **Adequate Understanding of Grade Level Common Core State Standards**

A mark of "3" indicates that the student's progress meets grade-level expectations as demonstrated by evidence which shows individual understanding and consistent application of grade-level concepts. This student has met the expectation independently and requires little to no adult support to demonstrate proficiency after instruction has been delivered.

# 2

#### **Partial Understanding of Grade Level Common Core State Standards**

A mark of "2" indicates that the student has basic understanding of, or partially meets grade-level expectations. The student's progression of skills and information is in the expected range, but he/she still requires support and assistance to meet the requirements of the academic standard for his/her grade-level.

# 1

#### **Minimal Understanding of Grade Level Common Core State Standards**

A mark of "1" indicates that the student has minimal understanding of or consistently does not meet grade-level expectations. Student is not meeting the requirements of the grade-level standard at this time. His/her instructional level is characterized as requiring teacher support and differentiation/accommodations or modifications.

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## Frequently Asked Questions about Standards Based Grading and Reporting

### What are standards based report cards?

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

### Goals of our standards based report card:

1. Clarify and reinforce consistent, high expectations for all students and schools.
2. Help teachers, students, and families focus on the standards throughout the school year.
3. Provide specific feedback on progress to the standards so students, families, and teachers can work together to set meaningful goals for improvement.

### Why are we updating our report card?

Aligning classroom instruction, assessment, and feedback to students and families to the rigorous Common Core State Standards is essential to improving teaching and learning. The revised, K-5 standards-based report card is only one component in this effort. Other efforts include classroom assessments based on standards, student and parent conferences, and the use of Common (district-wide) Benchmark Assessments in both Math and English Language Arts. Each of these creates an opportunity for individual and groups of teachers to reflect on student learning and their own practice, and use meaningful, standards-specific feedback to empower students and engage families in monitoring student progress and improving learning.

### How can I tell the District's report cards are aligned to the California Standards?

The Los Gatos Union School District's new Standards Based Report Card is fully aligned with the state of California's Common Core Standards. The report card features every domain, heading, and subheading from the Common Core State Standards. Go to <http://www.cde.ca.gov/re/cc/> to have full access to all of the California State Standards.

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### **How will teachers determine the grades?**

Teachers will determine grades using the Los Gatos Union School District's Common Benchmark Assessment given at the end of each trimester in both Math and English Language Arts. The Common Benchmark Assessment is used by teachers to assess prioritized standards. However, the Common Benchmark Assessment is not the only information that teachers use to assign a grade to a student. Teachers will also use classwork and formative assessment data collected during the trimester to inform the grades they assign on the prioritized standards.

### **How frequently will report cards be distributed?**

Report cards will be distributed three times during the school year using a trimester timeline. Each marking period is approximately 13 weeks long. The dates of the marking periods are indicated on the district calendar.

### **What is the difference between Curriculum, Grading, and Reporting?**

The curriculum covers all of the state standards and places them in a logical scope and sequence in a yearlong plan. Grading is the feedback given to students detailing progress towards mastery of grade level standards or expectations. Teachers are reporting progress to parents on prioritized standards, which are commonly assessed across the district and appear on the report card at the end of each trimester.

**Prioritized Standards for Report Card (per Trimester)**

*Prioritized Standards are subject to changes*

<b>Kindergarten Common Core ELA Curriculum Map – Trimester 1</b>	
Prioritized ELA Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Reading Standards for Literature and Informational Text
Standard	Reading Standards for Foundational Skills
<i>Print Concepts</i>	
K.RF.01d	Recognize and name all upper- and lowercase letters of the alphabet.
<i>Phonological Awareness</i>	
K.RF.02a	Recognize and produce rhyming words.
Standard	Writing
<i>Text Types and Purposes</i>	
K.W.03	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Standard	Speaking and Listening
<i>Comprehension and Collaboration</i>	
K.SL.01a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
K.SL.01b	Continue a conversation through multiple exchanges.
Standard	Language
<i>Conventions of Standard English</i>	
K.L.01b	Use frequently occurring nouns and verbs.
K.L.01c	Form regular plural nouns orally by adding /s/, or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).
K.L.01d	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).
K.L.01e	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).
K.L.01f	Produce and expand complete sentences in shared language activities.

<b>Kindergarten Common Core Math Curriculum Map - Trimester 1</b>	
Prioritized Math Standards	
Standard	Counting and Cardinality
<i>Count to tell the number of objects</i>	
K.CC.04a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
K.CC.04b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
Standard	Operations and Algebraic Thinking
Standard	Number and Operations in Base Ten
Standard	Measurement and Data
<i>Classify objects and count the number of objects in each category</i>	
K.MD.03	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)
Standard	Geometry

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**Prioritized Standards for Report Card (per Trimester)**

*Prioritized Standards are subject to changes*

<b>Kindergarten Common Core Music Curriculum Map - Trimester 1</b>	
Prioritized Music Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Artistic Perception
Standard	Creative Expression
<i>Apply Vocal and Instrumental Skills</i>	
K.CE.02.2	Sing age-appropriate songs from memory
Standard	Historical and Cultural Context
Standard	Aesthetic Valuing
Standard	Connection, Relationships, Applications

## Kindergarten Common Core ELA Curriculum Map - Trimester 2

### Prioritized ELA Standards

Use the following standards when evaluating a student's progress for this trimester.

Standard	Reading Standards for Literature and Informational Text
<i>Key Ideas and Details</i>	
K.RL.01	With prompting and support, ask and answer questions about key details in a text.
Standard	Reading Standards for Foundational Skills
<i>Print Concepts</i>	
K.RF.01a	Follow words from left to right, top to bottom, and page by page.
K.RF.01b	Recognize that spoken words are represented in written language by specific sequences of letters.
K.RF.01c	Understand that words are separated by spaces in print.
<i>Phonological Awareness</i>	
K.RF.02b	Count, pronounce, blend, and segment syllables in spoken words.
K.RF.02c	Blend and segment onsets and rimes of single-syllable spoken words.
K.RF.02d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (Does not include CVCs ending with l, r, or x.)
K.RF.02e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
<i>Phonics and Word Recognition</i>	
K.RF.03a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.
K.RF.03b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.)
Standard	Writing
<i>Text Types and Purposes</i>	
K.W.02	Using a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Standard	Speaking and Listening
<i>Comprehension and Collaboration</i>	
K.SL.01a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
K.SL.01b	Continue a conversation through multiple exchanges.
Standard	Language
<i>Conventions of Standard English</i>	
K.L.01a	Print many upper- and lowercase letters.

**Prioritized Standards for Report Card (per Trimester)**

*Prioritized Standards are subject to changes*

<b>Kindergarten Common Core Math Curriculum Map - Trimester 2</b>	
<b>Prioritized Math Standards</b>	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	<b>Counting and Cardinality</b>
<i>Know number names and the count sequence.</i>	
K.CC.03	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
<i>Count to tell the number of objects</i>	
K.CC.04a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
K.CC.04b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
Standard	<b>Operations and Algebraic Thinking</b>
<i>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>	
K.OA.01	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
Standard	<b>Number and Operations in Base Ten</b>
Standard	<b>Measurement and Data</b>
<i>Describe and compare measurable attributes.</i>	
K.MD.02	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller / shorter.</i>
<i>Classify objects and count the number of objects in each category</i>	
K.MD.03	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10.
Standard	<b>Geometry</b>
<i>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</i>	
K.G.01	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i>

<b>Kindergarten Common Core Music Curriculum Map - Trimester 2</b>	
<b>Prioritized Music Standards</b>	
Standard	<b>Creative Expression</b>
<i>Apply Vocal and Instrumental Skills</i>	
K.CE.02.2	Sing age-appropriate songs from memory
Standard	<b>Historical and Cultural Context</b>
Standard	<b>Aesthetic Valuing</b>
Standard	<b>Connection, Relationships, Applications</b>

**Prioritized Standards for Report Card (per Trimester)**

*Prioritized Standards are subject to changes*

<b>Kindergarten Common Core ELA Curriculum Map - Trimester 3</b>	
Prioritized ELA Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Reading Standards for Literature and Informational Text
<i>Key Ideas and Details</i>	
K.RI.01	With prompting and support, ask and answer questions about key details in a text.
Standard	Reading Standards for Foundational Skills
<i>Phonological Awareness</i>	
K.RF.02b	Count, pronounce, blend, and segment syllables in spoken words.
K.RF.02c	Blend and segment onsets and rimes of single-syllable spoken words.
K.RF.02d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (Does not include CVCs ending with l, r, or x.)
K.RF.02e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
<i>Phonics and Word Recognition</i>	
K.RF.03c	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).
K.RF.03d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Standard	Writing
<i>Text Types and Purposes</i>	
K.W.01	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about state an opinion or preference about the topic or book (e.g., <i>My favorite book it...</i> )
Standard	Speaking and Listening
<i>Comprehension and Collaboration</i>	
K.SL.01a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
K.SL.01b	Continue a conversation through multiple exchanges.
Standard	Language
<i>Conventions of Standard English</i>	
K.L.02a	Capitalize the first word in a sentence and the pronoun <i>I</i> .
K.L.02b	Recognize and name end punctuation.
K.L.02c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
K.L.02d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**Prioritized Standards for Report Card (per Trimester)**

<b>Kindergarten Common Core Math Curriculum Map - Trimester 3</b>	
Prioritized Math Standards	
Use the following standards when evaluating a student's progress for this trimester.	
*Denotes standards that are evaluated in multiple trimesters.	
Standard	Counting and Cardinality
<i>Know number names and the count sequence.</i>	
K.CC.01	Count to 100 by ones and by tens.
<i>Count to tell the number of objects</i>	
K.CC.04a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
K.CC.04b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
Standard	Operations and Algebraic Thinking
<i>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>	
K.OA.02	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
Standard	Number and Operations in Base Ten
<i>Work with numbers 11-19 to gain foundations for place value.</i>	
K.NBT.01	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
Standard	Measurement and Data
Standard	Geometry

<b>Kindergarten Common Core Music Curriculum Map - Trimester 3</b>	
Prioritized Music Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Artistic Perception
Standard	Creative Expression
<i>Apply Vocal and Instrumental Skills</i>	
K.CE.02.2	Sing age-appropriate songs from memory
Standard	Historical and Cultural Context
Standard	Aesthetic Valuing
Standard	Connection, Relationships, Applications