

**Springhurst Elementary School  
Report Card Support Information for Parents**

**Kindergarten**

**INTRODUCTION**

Your child's success at school depends greatly on the communication and collaboration between teachers and parents. In an effort to enhance this effort, the Springhurst faculty has created this document to assist you in understanding the various components of the Springhurst report card. By creating this document we hope to be able to provide you with greater clarity regarding the areas in which your child's progress is being assessed. It is suggested that you use this document as a resource when looking at your child's report card.

The assessment categories can be defined as follows:

**Exceeds Expectations -**

Student consistently displays a superior understanding of content, concepts, and skills.

**Meets Expectations -**

Student consistently displays a knowledge and understanding of content, concepts, and skills.

**Experiencing Difficulty -**

Student consistently displays only a limited understanding of content, concepts, and skills.

**Not Assessed This Marking Period -**

Content, concepts, and skills are not assessed during the grading term.

We have listed some examples of what might be included under each specific report card criteria for Reading, Writing, Listening/Speaking, and Mathematics. This is a sampling of topics and concepts that students learn at different points during the school year, not during every marking period. Nor is it a comprehensive list of everything students learn throughout the year. Criteria for each subject, as well as the examples that follow, have been developed to correspond to the New York State Standards for Learning, which can be viewed in their entirety at the NY State Education Department's website:  
<http://www.p12.nysed.gov/ciai/cores.html>

Should you have any questions about this document, your child's report card, or any aspect of your child's progress, please do not hesitate to contact your child's teacher.

## Balanced Literacy

Balanced Literacy is a framework designed to help all students learn to read and write effectively. This framework is a model for teaching children in a child-centered classroom, providing many opportunities for real life reading and writing experiences. The workshop models allow children to read and write each day independently and in group settings (both large and small).

Our **Reading Workshop** focuses on the following types of reading experiences:

- Emergent Literacy (Beginning Kindergarten) – Students are introduced to literature through popular texts. These texts are reread often to expose students' to fluent reading, modeled expression, and "book talks" or story discussions.
- Reading aloud to children and discussing stories
- Shared reading - In a whole group setting the teacher reads and models reading strategies and the reading process.
- Independent reading – Students choose their text and practice reading at their own comfort level.

**Writing Workshop** focused on four types of writing experiences:

- Shared writing - In a whole group setting the teacher writes and models writing strategies and the writing process.
- Interactive writing – In a whole group or small group setting, teacher and students share the pen to create a written piece.
- Guided writing - In a small group or individual setting the teacher acts as a guide to reinforce skills as students write and practice strategies.
- Independent writing - Students choose their topic and practice writing at their own comfort level

**Concepts of Print** refers to all the concepts related to how print is organized and used in reading and writing tasks. This includes awareness that:

- Print carries a message
- There is one-to-one correspondence between words read and printed text
- There are conventions of print such as directionally (left-to-right, top-to-bottom), differences between upper and lower case, punctuation
- There is proper book handling and books have some common characteristics (e.g. author, title, front/back)

**Word Wall Words (High Frequency)** are words that good readers should instantly recognize without having to "figure them out." These words appear most often in printed materials. Learning to recognize high-frequency words by sight is critical to developing fluency in reading and writing.

## Mathematics

Kindergarten is a crucial time for the development of early mathematical ideas. Children are exposed to a variety of concepts in everyday contexts and routines. The calendar is frequently used as a vehicle for **number recognition**, **patterns**, and **sequencing**. Other routines included attendance, weather (including temperature), and classroom jobs.

Students are exposed to numbers in a variety of different contexts, including **counting**, **comparing**, and **identifying written numbers**. Students use number lines to practice counting and they compare groups of numbers to determine whether they are more, less, or the same. They use manipulatives to make connections between the quantities and the numerals that represent those quantities. Coins are introduced and students learn to identify and explore their values.

Students explore basic **shapes** in their environment and begin to identify and name shapes. They begin to make estimates about the size and the quantity of objects. Students compare the length and height of objects and make conclusions describing which are larger, smaller, more, less, taller, and shorter.

Students look for **patterns** in numbers and begin to make the connection between counting and repeated patterns. They take existing patterns and extend them. The Kindergarteners spend significant time sorting objects according to a specific rule.

Students collect and show **data** through pictographs (graphs that use pictures to represent each piece of data) and bar graphs. They use tally marks to show collections of data.

Students are encouraged to use **mathematical language** in the classroom. They begin to explain their thinking about mathematical ideas and practice using **strategies** to solve mathematical problems.

### Kindergarten Mathematical Language

Add	Half	Pattern
Calculator terms	Hour	Seconds
Cents	Inches	Sets
Coin names	Measure	Shapes
Comparison words	Measurement tools	Sink
Days of the week	Minus	Skip counting
Dollars	Minute	Subtract
Equal	Months of the year	Symmetry
Estimate	Number line	Tally marks
Exchange	Number names	Telephone number
Float	O'clock	Temperature
Foot	Ordinal numbers	Zero
Graph	Pair	