

## Kindergarten Indicator Descriptions

### Arlington Public Schools Kindergarten Progress Report



| Marking Code for Kindergarten Progress Report |   |
|---|---|
| <b>M- Meeting</b>                             | Child consistently meets behavior or skill<br>Student independently demonstrates an understanding of the key concepts and skills  |
| <b>P- Progressing</b>                         | Child is in the process of developing a behavior or skill<br>Student demonstrates or applies key skills, strategies, or concepts inconsistently<br>Student partially meets the standard |
| <b>B- Beginning</b>                           | Child is beginning to demonstrate a behavior or skill<br>Student is beginning to understand concepts and skills and requires teacher support to complete these tasks                    |
| <b>N- Not Yet</b>                             | Child is not yet demonstrating behavior or skill  |
| <b>NI- Not Introduced</b>                     | Skill has not been introduced   |

Report card indicators are listed on the left and indicator descriptions are listed on the right.

| Social Development                         | Indicator Descriptions  |
|--|---|
| Shows eagerness to learn                   | Asks questions, shares knowledge and shows interest in class activities   |
| Shows a willingness to try new things      | Approaches new school experiences positively  |
| Participates in group activities           | Engages in whole group or small group activities  |
| Shows kindness for and interest in others  | Listens to and shows concern for others, helps others when needed, contributes positively to the school community   |
| Cooperates and solves problems with others | Uses appropriate and positive language and behavior with minimal adult support, recognizes the rights of others by sharing and taking turns                       |
| Accepts responsibility                     | Takes care of personal belongings, follows rules, practices honesty, accepts authority, and demonstrates in awareness of how one's personal actions affect others |

| <b>Work Habits</b>                                 | <b>Indicator Descriptions</b>  |
|--|--|
| Monitors own behavior                              | Makes appropriate decisions, controls impulses, shows respect for self and others and always gives best effort                     |
| Manages classroom materials appropriately          | Uses classroom and school materials for their intended purpose   |
| Follows class routines and rules                   | Accepts and adheres to classroom and school procedures and rules   |
| Handles changes and transitions                    | Accepts changes in routine and/or schedule, moves from one activity to another calmly  |
| Follows multi-step directions                      | Responds appropriately to directions with at least 3 steps   |
| Uses strategies to solve problem                   | Finds ways to correct problematic situations actively or verbally  |
| Works independently                                | Prepares self for tasks, attends to tasks, completes tasks within given time frames, produces a product that shows time and effort |
| Sustains attention to a task over a period of time | Stays focused on an activity, develops persistence towards task completion   |
| Listens attentively during group instruction       | Shows ability to attend during stories, discussions and/or directions without distracting others                                   |
| Able to manipulate classroom tools                 | Uses age appropriate fine motor skills (drawing coloring, cutting, gluing, and printing) and has appropriate pencil grip           |
| Performs self-help tasks independently             | Attends to physical needs and personal belongings, attempts to button, zip, snap and tie   |

## Language and Literacy

| <b>Oral Language</b>                                 | <b>Indicator Descriptions</b>   |
|--|---|
| Listens for meaning in discussion and conversation   | Asks questions, acts out stories, shows understanding through nonverbal communication and/or discussion |
| Uses language effectively to communicate with others | Speaks using complete sentences, expresses thoughts and feelings that can be easily understood          |
| Contributes to group discussion                      | Uses appropriate language in order to inform, persuade or express personal ideas                        |

| <b>Word Knowledge</b>                                     | <b>Indicator Descriptions</b>  |
|---|--|
| Generates rhyming words                                   | Makes a new rhyming word for a given word  |
| Hears and identifies sound in words                       | Matches letter sounds to letter symbols in the beginning and ending positions                        |
| Recognizes and identifies uppercase and lowercase letters | Sees the likeness and differences in letters, matches and identifies all upper and lowercase letters |
| Recognizes and produces letter sounds                     | Produces the sound for any given alphabet letter and digraph (ch, wh, sh, th)                        |

| <b>Reading</b>  | <b>Indicator Descriptions</b>   |
|---|---|
| Relates personal experiences to text                          | Makes a connection between self and poem or story   |
| Recalls details about fiction and non-fiction texts           | Answers questions about characters, actions, events and concepts in fiction and non-fiction   |
| Shows an understanding of concepts of print                   | Identifies the front and back of a book, moves from left to right, distinguishes between print and picture and knows the difference between a letter and a word |
| Matches spoken words to written words (one to one)            | Points to words as text is read, finds given word in a sentence   |
| Reads and writes simple high frequency words                  | Recognizes own name and names of some peers, begins to read commonly used words including environmental print   |
| Reads predictable, familiar, and decodable text independently | Reads many books with predictable and repetitive language patterns  |

| <b>Writing</b>                                 | <b>Indicator Descriptions</b>  |
|--|--|
| Communicates thoughts and ideas on paper       | Draws detailed pictures to express an idea, uses letters and phonetically spelled words to write about experiences, stories, people, objects or events |
| Writes for a variety of purposes               | Writes journals, non-fiction, lists, cards, stories, logs, etc.  |
| Writes several sentences around a single topic | Composes two to three sentences around a single thought or idea  |

## Mathematical Thinking

| <b>Number and Number Sense</b>  |  |
|---|--|
| Demonstrates understanding of a sequence of numbers   | Counts orally the number of items in a set (up to fifteen), selects and writes corresponding numeral, counts forward to 100 and backwards from 10, recognizes patterns from counting by 5 and 10's to 100        |
| Identifies and creates sets of objects with more, less or equal amounts                     | Matches each member of one set with each member of another set using 1 to 1 correspondence, compares and describes two sets of 15 or fewer items using the terms more, fewer and the same                        |
| Models a number (through 15) in a variety of ways using objects                             | Uses a variety of methods to show a given number (5 fingers on one hand, five tally marks, 5 objects such as 2 red and 3 blue, etc.)   |
| Identifies the position of an object using ordinal numbers.                                 | Indicates the position of an object first through tenth, from left to right, right to left, top to bottom, and/or bottom to top  |
| <b>Computation and Estimation</b>   |  |
| Adds and subtracts two whole numbers using up to ten concrete items                         | Combines or joins sets to determine the sum, removes, takes away, or separates part of a set from a given set to determine the result of subtraction. Uses modeling and a variety of problem solving strategies. |
| <b>Measurement</b>  |  |
| Identifies and describes measurable attributes such as length, weight, time and temperature | Identifies the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog) calendar (day, month and season), and temperature (thermometer)                                      |
| Identifies a penny, nickel, dime, and quarter and their value                               | Recognizes a penny, nickel, dime and quarter; determines the value of a collection of pennies and/or nickels up to 10 cents  |

| <b>Geometry</b>  |   |
|--|---|
| Recognizes, traces, and describes two dimensional shapes, and compares their sizes | Identifies and traces a circle, triangle, square and rectangle, describes properties of these figures including the number of sides and number of corners, compares and groups these figures according to their relative size and shape, regardless of position and orientation in space, describes the location of an object relative to another using the terms above, below, and next to |

| <b>Probability and Statistics</b>  |  |
|--|--|
| Gathers (by counting and tallying), organizes, and answers questions about displayed data in graphs. | Organizes, displays and interprets data using tallies, a pictograph, a bar graph, or a table |

| <b>Patterns, Functions and Algebra</b>                                      |  |
|---|--|
| Sorts objects and explains the sorting rule                                 | Sorts objects into appropriate groups based on attributes, classifies sets of objects into three groups of one attribute (example- for size, small, medium, and large) |
| Identifies, describes, extends, and creates patterns using concrete objects | Observes, describes, creates and extends basic repeating patterns (units) using common objects, sounds and/or movements  |

### **Social Studies, Science, and Technology**

| <b>Social Studies</b>   |   |
|---|---|
| Recognizes examples of historical events, people, legends, and stories    | Identifies historical events (Thanksgiving, etc.), people (Martin Luther King, George Washington and Abraham Lincoln, Pocahontas, Powhatan etc.) and other American legends and stories |
| Uses maps and globes to show exact and relative location                  | Recognizes that a map is a drawing of a place to show where things are located and that a globe is a sphere model of the earth  |
| Understands that people make economic choices about jobs, money and wants | Matches simple descriptions of work that people do with the names of those jobs, understands people make choices because they cannot have everything they want                          |

| <b>Scientific Thinking</b>  |   |
|---|---|
| Seeks answers to questions through active investigation   | Finds ways to answer questions through exploration (magnets, matter, living things, water, recycling, etc.)   |
| Uses senses and scientific tools to gather information, make observations, and states comparisons | Describes what has been observed using sight, sound, touch, smell and taste, uses magnifier, thermometers, balance, describes similarities and differences (shadows, weather, patterns and cycles, living things, change over time, etc.) |
| Communicates knowledge based on observation and exploration                                       | Uses language, drawing, role-playing and writing  |

| <b>Technology</b>   |  |
|---|--|
| Demonstrates basic knowledge of various technologies to access information and reinforce skills | Demonstrates proper use of mouse, keyboard, printer, multimedia devices and earphones, uses multimedia resources such as interactive books and software, demonstrates and understands responsible use of equipment and resources |

## Arts, Music, and PE

| <b>Arts</b>  |  |
|--|--|
| Uses a variety of art materials to express creative ideas                    | Uses paints, markers, crayons, scissors, paper, clay to make an artistic product   |
| Demonstrates an understanding of concepts                                    | Uses line, shape and color to communicate an idea, understands that artists use line, shape and color  |
| Demonstrates an understanding of techniques and processes (in various media) | Understands that particular techniques and processes in each medium help to communicate art ideas effectively  |
| Respects and follows class rules   | Understands classroom procedures for using art materials appropriately, cleanup routine, how to take turns, and how to talk about art using art vocabulary |

| <b>Music</b>  |  |
|---|--|
| Actively participates in singing  | Understands the various uses of the voice: whisper, speak, sing, shout, demonstrates ability to use the singing voice, understands that pitches in a melody make a line that rises and falls |
| Actively participates in rhythm activities through movement and playing classroom instruments | Demonstrates the ability to keep a steady beat, demonstrates appropriate techniques on classroom rhythm instruments  |
| Understands music concepts  | Demonstrates high/low pitch, soft/loud dynamic, slow/fast tempo  |
| Respects and follows class rules  | Understands how to take turns, listen and follow directions, how to treat classroom instruments with respect, and use appropriate technique  |

| <b>Physical Education</b>                  |   |
|--|---|
| Demonstrates fundamental movements         | Demonstrates age appropriate movements using different directions, levels, pathways, and effort while performing locomotor and non-locomotor skills (walking, skipping, galloping, hopping, running, jumping, twisting, bending, etc.) and eye-hand/eye-foot coordination with P.E. equipment |
| Engages in vigorous physical activity      | Participates for short periods of time in moderate-to vigorous physical activities to understand how the body reacts to vigorous physical activity  |
| Demonstrates cooperation and respects self | Demonstrates good sportsmanship and the ability to share, be cooperative, be respectful and safe in physical activity with self and others  |
| Respects and follows class rules           | Demonstrates respect of equipment, safe behavior, taking turns, listening to adults, and following directions in physical activity settings   |

| <b>FLES</b>  |   |
|--|---|
| Understands short expressions drawn from familiar material                 | Demonstrates knowledge of familiar expressions. Responds with appropriate actions |
| Recognizes basic greetings, expressions of courtesy and classroom commands | Understands and uses basic greetings and one step commands                        |
| Pronounces basic sounds correctly  | Demonstrates correct pronunciation  |
| Gives basic greetings, farewells, and expressions of courtesy              | Understands and uses common greetings, farewells, and expressions of courtesy     |
| Produces simple, memorized, phrases  | Speaks simple, memorized phrases from familiar material                           |

