

KIDS, Kindergarten Indicator Descriptions

Arlington Public Schools Kindergarten Progress Report

Two-Way Spanish Immersion Program



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

Work Habits	Indicator Descriptions
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-English

Oral Language	Indicator Descriptions
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

Word Knowledge	Indicator Descriptions
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)

Reading	Indicator Descriptions
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

Writing	Indicator Descriptions
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

Language and Literacy-Spanish

Listening	Indicator Descriptions
Understands simple statements from familiar material learned in school	Responds with appropriate actions
Understands who, what, where, when and how questions in familiar text	Demonstrates understanding of a familiar text by pointing, sequencing, and or drawing an appropriate picture
Follows one to two step oral directions	Responds appropriately to one to two step directions

Speaking	Indicator Descriptions
Participates in oral language activities such as poems, songs and group stories	Engages in different oral language activities
Gives autobiographical information such as name and age using a complete sentence	Responds appropriately to autobiographical questions
Answers questions about topics studied in class using phrases or one word responses	Responds to questions about topics studied in class
Creates simple statements with familiar material	Uses appropriate language to form simple statements related to familiar material

Reading	Indicator Descriptions
Uses and develops sight vocabulary	Recognizes own name and names of some peers, begins to read commonly used words including environmental print
Recalls details about stories	Answers questions about characters, actions, events and concepts in fiction and non-fiction
Reads predictable and familiar text aloud to others	Reads books with predictable and repetitive language patterns
Recognizes and identifies all uppercase and lowercase letters in the Spanish alphabet	Matches and identifies all uppercase and lowercase letters in the Spanish alphabet
Recognizes and produces the letter sounds in the Spanish alphabet	Produces the sounds for any given alphabet letter in the Spanish language (including /ch/, /ll/, / ñ/, /r/)

Writing	Indicator Descriptions
Labels familiar objects	Identifies and names objects in his/her writing by labeling the objects
Writes about topics that are familiar using pattern sentences	Uses pattern sentences to write about a given topic
Writes one or more phrases on a related topic	Uses teacher prompts or own ideas to write one or more phrases

Mathematical Thinking

Number and Number Sense	
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, top to bottom, and/or bottom to top
Computation and Estimation	
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
Measurement	
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
Geometry	
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

Probability and Statistics	
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

Patterns, Functions and Algebra	
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

Social Studies	
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

Scientific Thinking	
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, balances, 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

Technology	
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

Arts	
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 routines, how to take turn, and how to talk about art using art vocabulary

Music	
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, how to listen and follow directions, treat classroom instruments with respect, and use appropriate technique

Physical Education	
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 and 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 adult, and following directions in physical activity settings