



## KINDERGARTEN

### *CURRICULUM & ASSESSMENT HANDBOOK FOR PARENTS/GUARDIANS*

This ***Curriculum and Assessment Handbook*** provides families with information about the instructional program and how their student's progress will be reported throughout the school year.

The following pages show the Report of Student Progress and a description of each performance level. Student progress is reported by standard category using the Performance Level Descriptors. The Performance Level Descriptors reflect those used on the Pennsylvania State System of Assessment (PSSA).

The standards categories as listed on the grade level report of student progress can also be found in this handbook. The standards categories correlate with the standards established in Pennsylvania School Code. For each subject area of the curriculum examples of the concepts, skills and activities for this grade level are listed.

If parents/guardians have any questions concerning the instructional program or their student's progress, they should contact the teacher and the school principal.



## KINDERGARTEN REPORT OF STUDENT PROGRESS

SCHOOL YEAR	
STUDENT	
SCHOOL	
TEACHER	

ATTENDANCE	MP1	MP2	MP3
Days Absent			
Days Tardy			

The purpose of this progress report is to communicate the student's performance level or achievement relative to the district's standards-aligned curriculum and the student's application of grade-level skills.

Criteria for Meeting Performance Levels	
<b>Advanced (A)</b>	<ul style="list-style-type: none"> <li>superior understanding of concepts, skills and strategies with respect to the standard</li> <li>93-100% mastery on assessment items related to the standard and scored numerically</li> <li>achievement at the highest level on assessment items that are related to the standard and graded with a rubric</li> <li>the ability to apply and extend learning and to explore ideas/topics independently</li> </ul>
<b>Proficient (P)</b>	<ul style="list-style-type: none"> <li>solid understanding of concepts, skills and strategies with respect to the standard</li> <li>80-92% mastery on assessment items related to the standard and scored numerically</li> <li>achievement at the proficient level on assessment items that are related to the standard and graded with a rubric</li> <li>the ability to apply and extend learning and to explore ideas/topics with support</li> </ul>
<b>Basic (B)</b>	<ul style="list-style-type: none"> <li>partial understanding of concepts, skills and strategies with respect to the standard</li> <li>60-79% mastery on assessment items related to the standard and scored numerically</li> <li>achievement one level below proficiency on assessments that are related to the standard and graded with a rubric</li> <li>a need to begin to apply and extend learning and to explore ideas/topics</li> </ul>
<b>Below Basic (BB)</b>	<ul style="list-style-type: none"> <li>inadequate understanding of concepts, skills and strategies with respect to the standard</li> <li>less than 60% mastery on assessment items related to the standard and scored numerically</li> <li>achievement at the lowest level on assessments that are related to the standard and graded with a rubric</li> <li>a need for additional, focused instructional opportunities</li> </ul>
Work Habits and Social Skills Performance Levels	
Excellent (E)   Satisfactory (S)   Needs Improvement (N)	

**STUDENT NAME:**  
**KINDERGARTEN REPORT OF STUDENT PROGRESS 2022-2023**

**Marking Period**  
**1 2 3**

**ENGLISH LANGUAGE ARTS**

Foundational Skills			
Reading Informational Text			
Reading Literature			
Writing			
Speaking and Listening			

**MATHEMATICS**

Counting and Cardinality			
Numbers and Operations Base-10			
Operations and Algebraic Thinking			
Geometry			
Measurement and Data			

**SCIENCE**

Inquiry and Design			
Biological Sciences			
Physical Science			
Earth Sciences			

**SOCIAL STUDIES**

Career Education and Work			
Civics and Government			
Economics			
Geography			
History			

**HEALTH AND SAFETY**

Concepts of Health			
Healthful Living			
Safety and Injury Prevention			

**Marking Period**  
**1 2 3**

**PHYSICAL EDUCATION**

Physical Activity and Movement			
Work Habits and Social Skills			

**ART**

Production, History, Critique, Aesthetics			
Work Habits and Social Skills			

**MUSIC**

Production, History, Critique, Aesthetics			
Work Habits and Social Skills			

**WORK HABITS**

Demonstrates effort			
Comes to school prepared			
Demonstrates a positive attitude			
Works well independently			
Keeps materials organized			
Follows directions			

**SOCIAL SKILLS**

Respects rights of others			
Demonstrates self-control			
Follows school and classroom rules			
Accepts responsibility for behavior			
Cooperates with others			

## KINDERGARTEN STANDARDS BASED CURRICULUM

### ENGLISH LANGUAGE ARTS

#### Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. Students apply these foundational skills to become effective readers.

- Book handling
- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

#### Reading Informational Text

Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts.

- Key Ideas and Details: Main Idea, Text Analysis
- Craft and Structure: Point of View, Text Structure, Vocabulary
- Integration of Knowledge and Ideas: Diverse Media, Evaluating Arguments, Analysis Across Texts
- Vocabulary Acquisition and Use
- Range of Reading

#### Reading Literature

Students read, understand, and respond to works of literature - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts.

- Key Ideas and Details: Theme, Text Analysis, Literary Elements
- Craft and Structure: Point of View, Text Structure, Vocabulary
- Integration of Knowledge and Ideas: Sources of Information, Text Analysis
- Vocabulary Acquisition and Use: Strategies
- Range of Reading

#### Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Writing Forms:

- Informative/explanatory

- Opinion/argumentative
- Narrative
- Response to literature

Writing Domains:

- Focus
- Content
- Organization
- Style
- Conventions of Language

Writing Process and Research:

- Production and Distribution of Writing
- Technology and Publication
- Conducting Research
- Credibility, Reliability, and Validity of Sources
- Range of Writing

#### Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

- Comprehension and Collaboration: Collaborative Discussion, Critical Listening, Evaluating Information
- Presentation of Knowledge and Ideas: Purpose, Audience, and Task, Context
- Integration of Knowledge and Ideas: Multimedia
- Conventions of Standard English

### MATHEMATICS

#### Counting and Cardinality

- Know number names, and write and recite count sequence
- Apply 1-to-1 correspondence to count objects
- Compare numbers and quantities

#### Numbers and Operations - Base-10

- Use place value to compose and decompose numbers within 19

#### Operations and Algebraic Thinking

- Extend concepts of putting together and taking apart to add and subtract within 10

## **Geometry**

- Identify and describe two- and three -dimensional shapes
- Analyze, compare, create, and compose two- and three-dimensional shapes

## **Measurement and Data**

- Describe and compare attributes of length, area, weight, and capacity of everyday objects
- Classify objects and count the number of objects in each category

## **SCIENCE**

### **Inquiry and Design**

- Distinguish between scientific fact and opinion
- Understand that all scientific investigations involve asking and answering questions about objects, organisms, and events, and comparing the answer with what is already known
- Plan and conduct a simple investigation and use data/evidence to construct explanations
- Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information

### **Biological Sciences**

- Identify the similarities and differences of living and non-living things
- Describe changes animals and plants undergo throughout the seasons
- Describe changes that occur as a result of climate

### **Physical Sciences**

- Identify and classify objects by observable properties of matter. Compare different kinds of materials and discuss their uses
- Describe the way matter can change

### **Earth Science**

- Record daily weather conditions using simple charts and graphs
- Identify seasonal changes in the environment
- Distinguish between types of precipitation

## **SOCIAL STUDIES**

### **Career Education and Work**

- Develop career awareness and preparation

### **Civics and Government**

- Explain the purpose of and need for rules
- Demonstrate responsible classroom behavior
- Identify how students can work together. and get along
- Identify the role of adults at home, in school, and in the community

### **Economics**

- Identify wants and needs.
- Identify how money is used

### **Geography**

- Interpret a simple map
- Describe the location of places in the home, school, and community to gain an understanding of relative location
- Describe the characteristics of homes and businesses located in the community to gain an understanding of physical features

### **History**

- Demonstrate an understanding of time order
- Identify American people related to national holidays
- Identify different celebrations of different cultures from around the world
- Identify African-American contributions to history

## **HEALTH AND SAFETY**

### **Concepts of Health**

- Identify and describe basic body parts and organs
- Identify foods that keep bodies healthy
- Distinguish between healthy and unhealthy behaviors
- Identify and discuss common health problems and risk factors

### **Healthful Living**

- Identify fundamental practices for good health (proper hygiene, dental care, exercise)
- Identify environmental factors that affect health

**Safety and Injury Prevention**

- Recognize safe and unsafe practices (personal safety, bus safety, outdoor safety)
- Recognize emergency situations and discuss appropriate responses (fire safety, safety drills)

**PHYSICAL EDUCATION****Physical Activity and Movement**

- Demonstrate coordination of purposeful body movements
- Exhibit balance, strength, stamina, and agility
- Use dexterity and strength to manipulate objects
- Coordinate eye and hand movements to perform an advanced task
- Use tools with control and skill to perform tasks

**ART****Production, History, Critique, Aesthetics**

- Exhibit manipulative skills with tools
- Identify basic shapes and colors

**MUSIC****Production, History, Critique, Aesthetics**

- Exhibit awareness of a singing voice
- Perform a repertoire of songs with limited range
- Make high/low and loud/soft sounds
- Show rhythmic awareness
- Move at a steady beat
- Recognize single and double beats