

# Understanding your student's Progress Report



Tips for understanding your student's progress report

An outline of what your student should know and be able to do

## 2018-2019



**Prepared by Pre-Kindergarten Teachers  
Kindergarten Teachers  
Teaching and Learning Department  
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# TOP 10 TIPS

## Understanding Your Student's Progress Report

<p>The goal of the progress report is to provide meaningful information that families can use to team with teachers to support their student's learning.</p>			
1.	<p>The progress reports are based on the Early Childhood Indicators of Progress (ECIP's) &amp; the Minnesota Academic Standards (K-12). The standards define what all Minnesota students should know and be able to do in every subject, from Pre-Kindergarten through grade 12.</p>	6.	<p>Your child will not get a mark for every indicator each marking period. If the class does not focus on a particular benchmark during a marking period, there will be no grade on the progress report. Instead, <b>NG (no grade)</b> will appear in the box.</p>
2.	<p>The South Washington County School District has written progress report "Learning Targets" (<b>I Can Statements</b>) that represent specific skills and or knowledge students should acquire by the <b>end of the school year</b>. Knowing that the "Learning Targets" are end of year goals, SoWashCo has created a set of "<b>Success Criteria</b>" that breakdown the specific skills and or knowledge students should acquire into four levels of academic measures.</p>	7.	<p>While we hope that all students will achieve a 3 by the end of the school year, growth is our biggest priority. It represents a great accomplishment for our youngest learners to progress from a level 1 to a level 2 during the year. As teachers and parents work together over the school year, please help us to support a healthy culture of growth. Students at this age progress at different times and <b>SoWashCo believes that a student who shows growth during the year is a reason to celebrate!</b></p>
3.	<p>The "Learning Targets" (<b>I Can Statements</b>) listed below, represent a level "3" on the "<b>Success Criteria.</b>"</p>	8.	<p>Your child will get scores for "Work Habits and Social &amp; Emotional Developmental" growth as well. These marks will follow the same format as the indicators of progress or "<b>Success Criteria</b>" (4, 3, 2, 1 or NG).</p>
4.	<p>Indicators of progress or "<b>Success Criteria</b>" measures are as follows:</p> <ul style="list-style-type: none"> <li>4 - Exceeds benchmark</li> <li>3 - Meets benchmark</li> <li>2 - Approaching benchmark</li> <li>1 - Not Yet</li> </ul>	9.	<p>For the 2018-2019 school year, some of the subject areas do not have a full list of "I Can Statements." These statements will be added to the progress report in future years. The reason for this is to allow teachers, students, and families to learn to use the new grading system before full implementation in future years.</p>
5.	<p>Why have we revised the reporting process for elementary students? The new progress reports will provide greater detail for teachers and families regarding the growth of all learners in SoWashCo.</p>	10.	<p>During the year, we will gather feedback from families and teachers on the use of the progress report and it will be refined for the 2019-20 school year based on the feedback.</p>



# SUCCESS CRITERIA

## Indicators of Progress

Benchmarks are aligned to state standards

### 4 - EXCEEDS BENCHMARK

A "4" indicates the student has advanced understanding of the skill. Typically, a student that has achieved a level "4" will demonstrate a deeper understanding of the benchmark.

### 3 - MEETS BENCHMARK

A "3" indicates the student has proficient understanding of the benchmark. This is the goal for each student by the end of the school year.

### 2 - APPROACHING BENCHMARK

A "2" indicates that the student's performance varies in consistency in regard to accuracy, quality, and level of support. Because a Level 3 is an end-of-year expectation, students are likely to be at a level 1 or 2 throughout the year as they continue to grow as learners.

### 1 - NOT YET

A "1" indicates the student is at the earliest stage of learning for a particular benchmark. Because a Level 3 is the end-of-year expectation, students are likely to be at a 1 or 2 throughout the year as they continue to grow as learners.

### NG - NO GRADE

Progress on these indicators is not reported at this time. It is either not taught yet or not assessed at this time.



## What Should My Student Be Able to Do to Meet Expectations in English Language Arts?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

ENGLISH LANGUAGE ARTS	
<p>English language Arts (ELA) are all of the communication and language skills and processes people use every day to receive and send information. We receive information through listening, viewing, and reading, and we send information through writing, speaking, facial expression, body language, and auditory and visual representations. We use language to learn, to question, to share feelings, to help others, to be part of civilization. The ability to use and understand language, both spoken and written, is critical to every aspect of students’ lives. Source - Minnesota Department of Education, 2016</p>	
Reading: Foundational Skills	Reading: Literature
<ul style="list-style-type: none"> <li>➤ I can read emergent-reader texts with purpose and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can, with prompting and support, consistently ask and answer questions about a story.</li> <li>➤ I can, with prompting and support, consistently retell familiar stories by identifying characters, settings, and major events in sequential order.</li> </ul>
Reading: Informational Text	Speaking, Viewing, Listening and Media Literacy
<ul style="list-style-type: none"> <li>➤ I can, with prompting, consistently recall key details, answer questions about, and ask questions about an informational text.</li> <li>➤ I can, with prompting and support, consistently identify the main topic and the key details of an informational text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can participate in conversations with peers and adults in small and large groups using appropriate grammar.</li> <li>➤ I can speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.</li> </ul>
Writing	
<ul style="list-style-type: none"> <li>➤ I can use appropriate capitalization, punctuation, and spelling when writing.</li> <li>➤ I can use a combination of drawing, dictating, and writing to compose informational texts and narrative texts.</li> </ul>	



# Student Success Criteria

## What does success look like for Kindergarten English Language Arts?

ENGLISH LANGUAGE ARTS				
Benchmark	1	2	3	4
Reading: Foundational Skills				
I can read emergent-reader texts with purpose and understanding.	I can with prompting and support 1. name, match, find, and hear letters/ sounds in text and in isolation, 2. understand how books work (i.e. left to right, front to back, and that words have meaning, 3. hear and say rhymes.	I can with prompting and support 1. use information from the pictures to recognize some words, 2. point crisply with one finger under each word, matching word by word, 3. think and talk about the text I just read.	I can 1. read high-frequency words quickly, 2. reread a sentence to problem solve, self-correct or confirm, 3. remember the order of events in the text and talk about them after reading.	I can 1. recognize many high frequency words, use word parts and word families to solve new words, 2. re-read to solve words, self-correct, gain meaning, or improve phrasing and expression in above grade level text, 3. make connections to the text, 4. summarize the text.
Reading: Literature				
I can, with prompting and support, consistently ask and answer questions about a story.	With prompting and support, I can <b>begin to</b> ask or answer questions about a story.	With prompting and support, I can <b>sometimes</b> ask and/or answer questions about a story.	With prompting and support, I can consistently ask and answer questions about a story.	I can consistently ask and answer questions about a story <b>independently</b> throughout a story (not just at the end).
I can, with prompting and support, consistently retell familiar stories by identifying characters, settings, and major events in sequential order.	With prompting and support, I can <b>begin to</b> retell familiar stories by identifying characters, settings, <b>or</b> major events in sequential order.	With prompting and support, I can <b>sometimes</b> retell familiar stories by identifying characters, settings, <b>or</b> major events in sequential order.	With prompting and support, I can consistently retell familiar stories by identifying characters, settings, and major events in sequential order.	I can consistently and <b>independently</b> retell familiar stories by identifying characters, settings, and major events in sequential order.
Reading: Informational Text				
I can, with prompting, consistently recall key details, answer questions about, and ask questions about an informational text.	With prompting and support, I can <b>begin to</b> recall key details, answer questions about, <b>or</b> ask questions about an informational text.	With prompting and support, I can <b>sometimes</b> recall key details, answer questions about, <b>or</b> ask questions about an informational text.	With prompting and support, I can consistently recall key details, answer questions about, and ask questions about an informational text.	I can consistently and <b>independently</b> recall key details, answer questions about, and ask questions about an informational text.

Benchmark	1	2	3	4
I can, with prompting and support, consistently identify the main topic and the key details of an informational text.	With prompting and support, I can <b>begin to</b> identify the main topic <b>or</b> the key details of an informational text.	With prompting and support, I can <b>sometimes</b> identify the main topic <b>or</b> the key details of an informational text.	With prompting and support, I can consistently identify the main topic and the key details of an informational text.	I can consistently and <b>independently</b> identify the main topic and the key details of an informational text.
Writing				
I can use appropriate capitalization, punctuation and spelling when writing.	<b>With prompting and support</b> , I can demonstrate some of the expected conventions of writing; capitalization, punctuation, <b>and/or</b> Kindergarten spelling strategies.	I can <b>occasionally</b> demonstrate some of the expected conventions of writing; capitalization, punctuation, <b>or</b> Kindergarten spelling strategies.	I can independently demonstrate all of the expected conventions of writing; capitalization, punctuation, and Kindergarten spelling strategies.	I can independently demonstrate all of the expected conventions of writing and <b>can articulate each of their purpose.</b>
I can use a combination of drawing, dictating, and writing to compose informational texts and narrative texts.	With prompting and support, I can share either informational or narrative texts by using some or all of the following strategies: <ul style="list-style-type: none"> <li>● telling</li> <li>● drawing</li> <li>● writing</li> <li>● providing reactions (when appropriate)</li> </ul>	I can share either informational or narrative texts by using some or all of the following strategies: <ul style="list-style-type: none"> <li>● telling</li> <li>● drawing</li> <li>● writing</li> <li>● providing reactions (when appropriate)</li> </ul>	I can share both informational and narrative texts by using all of the following strategies: <ul style="list-style-type: none"> <li>● telling</li> <li>● drawing</li> <li>● writing</li> <li>● providing reactions (when appropriate)</li> </ul>	I can share both informational, narrative, and opinion texts by using all of the following strategies: <ul style="list-style-type: none"> <li>● telling</li> <li>● drawing</li> <li>● writing</li> <li>● providing reactions (when appropriate)</li> </ul>
Speaking, Viewing, Listening and Media Literacy				
I can participate in conversations with peers and adults in small and large groups using appropriate grammar.	<b>With prompting support, I am beginning to</b> demonstrate some of the following expected behaviors: <ol style="list-style-type: none"> <li>1. listen and respond to peers and adults</li> <li>2. use appropriate grammar</li> </ol>	<b>With prompting and support</b> , I can demonstrate <b>some</b> of the following expected behaviors: <ol style="list-style-type: none"> <li>1. listen and respond to peers and adults</li> <li>2. use appropriate grammar</li> </ol>	I can consistently demonstrate the following expected behaviors: <ol style="list-style-type: none"> <li>1. listen and respond to peers and adults</li> <li>2. use appropriate grammar</li> </ol>	I can initiate small and large group conversations and show increased stamina during conversations.
I can speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.	<b>With prompting support, I am beginning to</b> demonstrate some of the following behaviors: <ol style="list-style-type: none"> <li>1. use appropriate voice and eye contact when I speak</li> <li>2. share my thoughts, feelings, and ideas clearly</li> <li>3. respond to poems, rhymes, and songs</li> </ol>	<b>With prompting and support</b> , I can demonstrate <b>some</b> of the following behaviors: <ol style="list-style-type: none"> <li>1. use appropriate voice and eye contact when I speak</li> <li>2. share my thoughts, feelings, and ideas clearly</li> <li>3. respond to poems, rhymes, and songs</li> </ol>	I can consistently demonstrate the following behaviors: <ol style="list-style-type: none"> <li>1. use appropriate voice and eye contact when I speak</li> <li>2. share my thoughts, feelings, and ideas clearly</li> <li>3. respond to poems, rhymes, and songs</li> </ol>	I am beginning to use the Level 3 behaviors to present knowledge and ideas about age-appropriate content.



## What Should My Student Be Able to Do to Meet Expectations in Library and Media?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

### LIBRARY AND MEDIA

The standards identified in the Library/Media Skills category have been identified as priority standards by the Media Specialists in the South Washington County School District. The benchmarks listed below come from a combination of the English Language Arts benchmarks and the standards from the International Society for Technology Education (ISTE).

The ISTE standards include five sets of benchmarks that work in concert to support students, educators and leaders with clear guidelines for the skills, knowledge and approaches they need to succeed in the digital age.

Digital Citizen	Information Seeker & Knowledge Constructor
➤ I can be safe when using technology.	➤ I can use technology to explore, create, share, and enrich my learning.
Empowered Reader	Creative Communicator & Innovative Designer
➤ I can choose a book I like.	➤ I can find an answer to a question by listening to and recalling information.



# Student Success Criteria

What does success look like for Kindergarten Library and Media?

LIBRARY AND MEDIA				
Benchmark	1	2	3	4
Digital Citizen				
I can be safe when using technology.	I can be safe when using technology with teacher support.	I can be safe when using technology with teacher prompting.	I can be safe when using technology.	I can be safe when using technology and I can recognize and prevent unsafe use.
Empowered Reader				
I can choose a book I like.	I can choose a book I like with teacher support..	I can choose a book I like with teacher prompting.	I can choose a book I like.	I can choose a book I like by myself and then help others find their book.
Information Seeker & Knowledge Constructor				
I can find an answer to a question by listening to and recalling information.	I can find an answer to a question by listening to and recalling information with teacher support.	I can find an answer to a question by listening to and recalling information with teacher prompting.	I can find an answer to a question by listening to and recalling information.	I can find an answer to a question by listening to and recalling multiple pieces of information or giving more detail.
Creative Communicator & Innovative Designer				
I can use technology to create, share, and enrich my learning.	I can use technology to create, share, and enrich my learning with frequent teacher support.	I can use technology to create, share, and enrich my learning with teacher prompting.	I can use technology to create, share, and enrich my learning.	I can independently use technology to create, share, and enrich my learning as well as help others.





# What Should My Student Be Able to Do to Meet Expectations in Mathematics?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

## MATHEMATICS

The Minnesota Academic Standards in Mathematics set the expectations for achievement in mathematics for K-12 students in Minnesota. The standards are grounded in the belief that all students can and should be mathematically proficient. All students should learn important mathematical concepts, skills, and relationships with understanding. The standards and benchmarks describe a connected body of mathematical knowledge that is acquired through the processes of problem solving, reasoning and proof, communication, connections, and representation. The standards are placed at the grade level where mastery is expected with the recognition that intentional experiences at earlier grades are required to facilitate learning and mastery for other grade levels. The Minnesota Academic Standards in Mathematics are organized by grade level into four content strands: 1) Number and Operation, 2) Algebra, 3) Geometry and Measurement, and 4) Data Analysis and Probability. Source - Minnesota Department of Education, 2007

There are additional benchmarks in Kindergarten Mathematics that students will learn, the language below represents the priority benchmarks students should master in Kindergarten.

### Algebra

- I can identify, create, complete, and extend simple patterns.

### Geometry and Measurement

- I can recognize and name basic 2D and 3D shapes: circles, squares, triangles, rectangles, trapezoids and hexagons, cubes, cones, cylinders, and spheres.
- I can use words to compare and order 2 or 3 objects using measurable attributes, such as length, size, weight, and position.

### Number and Operation

- I can read, write, and represent whole numbers from 0 to at least 31.
- I can count, with and without objects, forward and backward to at least 20.
- I can compare and order whole numbers, with and without objects, from 0 to 20.
- I can compose and decompose numbers up to 10 with objects and pictures.



# Student Success Criteria

What does success look like for Kindergarten Mathematicians?

## MATHEMATICS

Benchmark	1	2	3	4
Algebra				
I can identify, create, complete, and extend simple patterns.	I can <b>recognize</b> and describe patterns in the world around me using words and/or pictures to show my thinking <b>with teacher prompting and support.</b>	I can <b>identify</b> , complete, and extend <b>some</b> simple patterns using shape, color, size, number, sounds and movements.	I can identify, create, complete, and extend simple patterns using shape, color, size, number, sounds and movements..	I can <b>explain a pattern rule.</b> Examples: <ul style="list-style-type: none"> <li>● stating the core</li> <li>● telling how the pattern shrinks or grows</li> <li>● explaining things in the environment that follow a pattern</li> </ul>
Geometry and Measurement				
I can recognize basic 2-D and 3-D shapes.	I can <b>recognize</b> basic 2-D and 3-D shapes <b>with teacher prompting and support.</b>	I can <b>recognize some</b> basic 2-D and 3-D shapes.	I can recognize basic 2-D and 3-D: circles, squares, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders, and spheres.	I can <b>recognize and name</b> basic 2-D and 3-D shapes.
I can use words to compare and order two or three objects using measurable attributes, such as length, size, weight, and position.	I can order 2 or 3 objects using <b>one</b> measurable attribute (length, weight, size, position) and use words to compare them <b>with teacher prompting and support.</b>	I can order 2 or 3 objects using <b>one</b> measurable attribute (length, weight, size, position) and use words to compare them.	I can order 2 or 3 objects using measurable attributes (length, weight, size, position) and use words to compare them.	I can use <b>measurement vocabulary to describe</b> and order objects using <b>multiple measurable attributes.</b>

Benchmark	1	2	3	4
Number and Operation				
I can read, write, and represent whole numbers from 0 to at least 31.	I can read, write, and represent whole numbers from 0 to at least 31 <b>with teacher prompting and support.</b>	I can read, write, and represent <b>some</b> whole numbers from 0 to at least 31.	I can read, write, and represent whole numbers from 0 to at least 31.	I can read, write, and represent whole numbers 0 to 31 in <b>multiple ways</b> and <b>explain</b> my thinking
I can count, with and without objects, forward and backward to at least 20.	I can count, with and without objects, forward and backward to at least 10 <b>with teacher prompting and support.</b>	I can count, with and without objects, forward and backward to <b>at least 10.</b>	I can count, with and without objects, forward and backward to at least 20.	I can count, with and without objects, forward and backward to at least 20 <b>starting at any number.</b>
I can compare and order whole numbers, with and without objects, from 0 to 20.	I can compare and order whole numbers, with and without objects, from <b>0 to 10 with teacher prompting and support.</b>	I can compare and order whole numbers, with and without objects, <b>from 0 to 10.</b>	I can compare and order whole numbers, with and without objects, from 0 to 20.	I can compare and order numbers that are <b>beyond 20.</b>
I can compose and decompose numbers up to 10 with objects and pictures.	I can compose and decompose numbers up to 10 with objects and pictures <b>with teacher prompting and support.</b>	I can compose and decompose <b>some</b> numbers up to 10 with objects and pictures.	I can compose and decompose numbers up to 10 with objects and pictures.	I can find <b>all combinations</b> to compose and decompose several numbers and <b>record the results using numbers and words.</b>



## What Should My Student Be Able to Do to Meet Expectations in Music?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

### MUSIC

The arts were identified as a core subject and required for high school graduation by the Minnesota legislature in 2003. The legislature also established the Minnesota Academic Standards in Arts K-12.

Music education involves the development of musical knowledge and skills as well as critical discrimination. When students are studying music, they work in the artistic processes of creating, performing and responding. Music education integrates cognitive, affective and psychomotor development. Music is recognized as a basic and unique way of knowing and also as a way of enhancing the development of other, related intelligences. The challenge for music education is to help students function more effectively in the broad world of music through interaction with a variety of music from all times and cultures.

#### Create: Plan and Make

- I can express and organize personal musical ideas.

#### Perform: Present

- I can perform music expressively.

#### Work Habits

- I can make appropriate choices and follow music room expectations with limited guidance



# Student Success Criteria

What does success look like for Kindergarten Music?

MUSIC				
Benchmark	1	2	3	4
Create: Plan and Make				
I can express and organize personal musical ideas.	I can express and organize personal musical ideas with guidance.	I can express and organize personal musical ideas with limited guidance.	I can express and organize personal musical ideas.	I can express and organize personal musical ideas independently.
Perform: Present				
I can perform music with expression, technical accuracy, and interpretation.	I can perform music expressively with guidance.	I can perform music expressively with limited guidance.	I can perform music expressively.	I can consistently perform music expressively.
Work Habits				
I can make appropriate choices and follow music room expectations with limited guidance.	I can make appropriate choices and follow music room expectations with outside classroom support.	I can make appropriate choices and follow music room expectations with guidance.	I can make appropriate choices and follow music room expectations with limited guidance.	I can make appropriate choices and follow music room expectations independently.



# What Should My Student Be Able to Do to Meet Expectations in Physical Education?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

## PHYSICAL EDUCATION

The goal of Health Education and Physical Education programs in Minnesota is to offer students educational opportunities that promote healthy, lifelong lifestyle decisions. Working together, parents, schools, and the state of Minnesota are making a real difference in the health and well being of our students.

Minnesota has adopted the National Standards for Physical Education, which were developed by the National Association for Sport and Physical Education.

Locomotor Movement	Underhand Throw/Roll
<ul style="list-style-type: none"> <li>➤ I can move and propel my body without losing my balance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can throw/roll underhand with the opposite foot forward.</li> </ul>
Stationary Kick	Engagement & Behavior
<ul style="list-style-type: none"> <li>➤ I can kick a ball that is sitting still and demonstrate two of the five critical elements of kicking.               <ul style="list-style-type: none"> <li>❖ Arms extend forward for kicking action</li> <li>❖ Contact with the ball is made below center of the ball for travel in the air/ Contact is made directly behind center of ball for travel on the ground</li> <li>❖ Contact the ball with shoelaces or top of foot for kicking action</li> <li>❖ Trunk leans back slightly for preparation of kicking action</li> <li>❖ Follow thru with kicking leg extending forward and upward toward target</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ I can play appropriately and follow expectations without help from others.</li> </ul>



# Student Success Criteria

What does success look like for Kindergarten Physical Education?

PHYSICAL EDUCATION				
Benchmark	1	2	3	4
<b>Locomotor Movement</b>				
I can move and propel my body without losing my balance.	I can watch and try to move my body around the space provided.	I can move and propel my body but sometimes I lose my balance.	I can move and propel my body without losing my balance.	I can move and propel my body from one place to another while playing games and not lose my balance.
<b>Underhand Throw/Roll</b>				
I can throw/roll a ball underhand with the opposite foot forward, all of the time.	I can throw/roll a ball underhand with my same foot forward.	I can throw/roll a ball underhand while sometimes stepping with my opposite foot forward.	I can throw/roll a ball underhand with the opposite foot forward, all of the time.	I can throw/roll a ball underhand with the opposite foot forward, consistently, during a game/activity.
<b>Stationary Kick</b>				
I can kick a ball that is sitting still and demonstrate two of the five critical elements.	I can kick a ball that is sitting still, but don't always hit it right or with the same foot.	I can kick a ball that is sitting still with the foot I like to use.	I can kick a ball that is sitting still and demonstrate two of the five critical elements. <ul style="list-style-type: none"> <li>• Arms extend forward for kicking action</li> <li>• Contact with the ball is made below center of the ball for travel in the air/ Contact is made directly behind center of ball for travel on the ground</li> <li>• Contact the ball with shoelaces or top of foot for kicking action</li> <li>• Trunk leans back slightly for preparation of kicking action</li> <li>• Follow thru with kicking leg extending forward and upward toward target</li> </ul>	I can kick a ball that is sitting still and demonstrate three of the five critical elements of a mature pattern.
<b>Engagement &amp; Behavior</b>				
I can play appropriately and follow expectations without help from others.	I choose not to participate or don't know expectations.	I can play in class and follow expectations with help from the teacher or others.	I can play appropriately and follow expectations without help from others.	I can help others in my class play appropriately and/or follow directions.



## What Should My Student Be Able to Do to Meet Expectations in Science?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

### SCIENCE

The state science education standards serve as the roadmap teachers use to drive excellence in Minnesota science education. They were developed based on sound science in order to prepare our students for higher education, jobs in a wide variety of technical and scientific fields, and to ensure our nation’s competitive performance in the international workplace. Source - Scimathmn.org, 2016

For the 2018-2019 school year, we have chosen to include an overall descriptor of achievement in the area of science. In future years, full “I Can Statements” will be added to the progress report.

- I can independently demonstrate clear knowledge and understanding of the concepts taught.



## Student Success Criteria

What does success look like for Kindergarten Science?

### SCIENCE

Benchmark	1	2	3	4
I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can demonstrate my knowledge and understanding of the concepts <b><u>with teacher support.</u></b>	I can demonstrate my knowledge and my understanding of the concepts <b><u>with teacher prompting.</u></b>	I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can consistently demonstrate broad knowledge and understanding of the concepts taught.





# What Should My Student Be Able to Do to Meet Expectations in Social & Emotional Development?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

## SOCIAL AND EMOTIONAL DEVELOPMENT

The Minnesota Department of Education, has recently published the Social Emotional Learning Competencies, Learning Goals, Benchmarks, and sample activities. The standards help us share developmentally appropriate expectations for what children should know and be able to do at certain ages. They offer common language for assessing progress and supporting children and families.

We know parents are a child’s first teacher, and that each child develops at his or her own pace; therefore, the standards are not for high-stakes assessment. Instead, they help teachers and caregivers design learning experiences and talk with parents about a child’s social and emotional progress. Source - Minnesota Department of Education, 2017.

There are additional benchmarks for Social & Emotional Development that students will learn, the language below represents the priority benchmarks students should master through Kindergarten.

Self Management	Responsible Decision Making
<ul style="list-style-type: none"> <li>➤ I can demonstrate calming strategies in order to manage emotions, thoughts, impulses, and stress with adult support.</li> <li>➤ I can consistently transition before and after activities with occasional adult guidance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can identify and follow shared bus, classroom, and school norms.</li> </ul>
Self Awareness	Relationship Skills
<ul style="list-style-type: none"> <li>➤ I can recognize and label my emotions and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can take turns and share with others.</li> </ul>
Social Awareness	
<ul style="list-style-type: none"> <li>➤ I can show care and understanding for others, my environment and myself.</li> </ul>	



# Student Success Criteria

What does success look like for Kindergarten Social and Emotional Development?

SOCIAL AND EMOTIONAL DEVELOPMENT				
Benchmark	1	2	3	4
Self Management				
I can demonstrate calming strategies in order to manage emotions, thoughts, impulses and stress with adult support.	I am still learning to demonstrate calming strategies in order to manage emotions, thoughts, impulses and stress.	I can identify but not demonstrate calming strategies with adult guidance.	I can demonstrate calming strategies in order to manage emotions, thoughts, impulses and stress with adult support.	I can demonstrate calming strategies in order to manage emotions, thoughts, impulses and stress independently.
I can consistently transition before and after activities with occasional adult guidance.	I am still learning to transition before and after activities even with adult support.	I can occasionally transition before and after activities with consistent adult support.	I can consistently transition before and after activities with occasional adult guidance	I can consistently transition before and after activities independently.
Self Awareness				
I can recognize and label my emotions and feelings.	I am still learning to use appropriate words and actions to express my feelings and needs even with adult support.	I can use appropriate words and actions to express my feelings and needs with adult support.	I can use appropriate words and actions to express my feelings and needs <b>without</b> adult support.	I can use appropriate words and actions to express my feelings and needs <b>in different settings</b> without adult support.
Responsible Decision Making				
I can identify and follow shared bus, classroom, and school norms.	I am still learning to follow school expectations, even when getting support.	I can follow some but not all school expectations, even with help from others.	I can make appropriate choices and follow school expectations with help from others.	I can make appropriate choices and follow school expectations <b>and understand how my choices impact myself and others.</b>
Relationship Skills				
I can take turns and share with others.	I am still learning to share, take turns, or listen to others, even with adult support.	I can share, take turns, and listen to others, with significant adult support.	I can share, take turns, and listen to others with occasional adult support.	I can consistently share, take turns, and listen to others, across settings, without adult support.
Social Awareness				
I can show care and understanding for others, my environment and myself.	I am still learning to show care and understanding for others, my environment and myself even with adult support	I can show care and understanding for others, my environment and myself with prompting and support.	I can show care and understanding for others, my environment and myself.	I can show care and understanding for others, my environment and myself and explain how my actions affect others.



## What Should My Student Be Able to Do to Meet Expectations?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

### SOCIAL STUDIES

The standards in kindergarten through grade 3 require students to master fundamental understandings that prepare them for in-depth study of history, geography, economics, and civics and government later on. These understandings include concepts associated with familiar local environments and current times to faraway places and distant times. In addition to learning key concepts, students begin to apply essential disciplinary skills including civics skills, geospatial skills, economic reasoning and historical inquiry. Content in the early grades is balanced among the four social studies disciplines with no single discipline emphasized over another. Source - Minnesota Department of Education, 2011

For the 2018-2019 school year, we have chosen to include an overall descriptor of achievement in the area of social studies. In future years, full “I Can Statements” will be added to the progress report.

- I can independently demonstrate clear knowledge and understanding of the concepts taught.



## Student Success Criteria

What does success look like for Kindergarten Social Studies?

### SOCIAL STUDIES

Benchmark	1	2	3	4
I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can demonstrate my knowledge and understanding of the concepts <b><u>with teacher support.</u></b>	I can demonstrate my knowledge and my understanding of the concepts <b><u>with teacher prompting.</u></b>	I can independently demonstrate clear knowledge and understanding of the concepts taught.	I can consistently demonstrate broad knowledge and understanding of the concepts taught.



# What Should My Student Be Able to Do to Meet Expectations in Art?

These descriptions represent a level “3” on the student success criteria and what will be included on the progress report

## VISUAL ART

The arts were identified as a core subject and required for high school graduation by the Minnesota legislature in 2003. The legislature also established the Minnesota Academic Standards in Arts K-12 and require that the arts be taught by “highly qualified” teachers.

Visual Arts education involves the development of student’s communication skills and creative aptitude when conceiving and developing new artistic ideas and sharing their creations. In addition, arts education provides many opportunities for collaboration and critical thinking via reflection and connection to the personal meaning and cultural aspects of art.

Lastly, the brain is highly influenced by the study of art as students are enhancing their sensory, attentional, emotional, cognitive, and motor capacities while exploring and understanding the art standards presented below.

Create	Connect
<ul style="list-style-type: none"> <li>➤ I can independently organize and develop artistic ideas and work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can independently integrate personal experiences to create art.</li> </ul>
<b>Reflect</b>	
<ul style="list-style-type: none"> <li>➤ I can independently reflect on and revise personal artworks.</li> </ul>	



# Student Success Criteria

What does success look like for Kindergarten Visual Art?

VISUAL ART				
Benchmark	1	2	3	4
Create				
I can independently organize and develop artistic ideas and work.	With significant guidance I can organize and develop artistic ideas and work.	With limited guidance I can organize and develop artistic ideas and work.	I can independently organize and develop artistic ideas and work.	I can independently organize and develop artistic ideas and work while demonstrating mastery of a technique or skill.
Connect				
I can independently integrate personal experiences to create art.	With significant guidance I can integrate personal experiences to create art.	With limited guidance I can integrate personal experiences to create art.	I can independently integrate personal experiences to create art.	I can independently and clearly integrate personal experiences in an innovative or multi-faceted way to create art.
Reflect				
I can independently reflect on and revise personal artworks.	With significant guidance I can reflect on and revise personal artworks.	With limited guidance I can reflect on and revise personal artwork.	I can independently reflect on and revise personal artworks.	I can independently reflect on and thoughtfully revise personal artworks.