

How are standards-based report cards different from traditional grading?

With many traditional report cards, students receive one grade for reading, one for math, one for science and so on. These letter grades do not tell parents which skills their child has mastered. On a standards-based report card, each of these subject areas is divided into a list of skills and concepts that students are responsible for learning. Students receive a separate mark for each standard which allows parents to see exactly which skills and knowledge their child has learned and in what areas the child needs additional instruction. Standards-based report cards provide more consistency among teachers because all students are evaluated on the same, grade-appropriate skills.

How will my child's progress be reported?

Student progress will be reported to parents using the following rating scale:

Standards Rating Scale		
3	Exceeds Mastery	Student consistently applies and extends key concepts, processes, and skills in addition to meeting grade-level standard.
2	Meets Mastery	Student demonstrates the ability to consistently apply grade-level standard with accuracy, independence, and a high level of quality.
1	Not Yet Mastered	Student demonstrates limited or no knowledge of grade level standard. (Teacher explanation required.)

Comment Explanations	
Not enough evidence shown	Has not yet demonstrated the concept enough to determine mastery.
Prerequisite skills not yet mastered	Prior essential skills necessary not yet demonstrated to meet mastery.
Interventions provided	Additional, personalized instruction required to meet mastery. Examples: tutoring, one-on-one, small group, computer based program, etc.
Teacher guidance necessary	Concept unclear and student needs additional time and support from the teacher to meet mastery.
Concept not consistently shown	Inconsistently demonstrates the concept/skill to meet mastery.
On track for mastery	Doing as expected and progressing to meet mastery.

The standards identified here have been created after a careful review of the Oklahoma State department of Education's Priority Academic Student Skills (PASS). For the complete text of state standards, please visit the State Department's website at <www.sde.state.ok.us>.

Elementary Schools

Apollo Elementary
1901 N. Peniel
Bethany, OK 73008
Barbara Crump, Principal
405.787.6636

Arbor Grove Elementary
5430 N.W. 40th
Warr Acres, OK 73122
Dr. Diane Welker, Principal
405.789.4985

Central Elementary
5728 N.W. 40th
Warr Acres, OK 73122
Sherri Brown, Principal
405.789.5696

Coronado Heights Elementary
5911 N. Sapulpa
Okla. City, OK 73112
Bart Daniel, Principal
405.942.8593

James L. Dennis Elementary
11800 James L. Dennis Drive
Oklahoma City, OK 73162
Vivi Grigsby, Principal
405.722.6510

Ralph Downs Elementary
7501 W. Hefner
Oklahoma City, OK 73162
Dr. Nona Burling, Principal
405.721.4431

Harvest Hills Elementary
8201 N.W. 104th
Oklahoma City, OK 73162
Mickey Wilson, Principal
405.721.2013

Hilldale Elementary
4801 N.W. 16th
Oklahoma City, OK 73127
Lynn Johnson, Principal
405.942.8600

D.D. Kirkland Elementary
6020 N. Independence
Oklahoma City, OK 73112
Bill Pierce, Principal
405.842.1491

Lake Park Elementary
8221 N.W. 30th
Bethany, OK 73008
John Lunn, Principal
405.789.7068

Northridge Elementary
8501 N.W. 82nd
Oklahoma City, OK 73132
Randy Rader, Principal
405.722.5560

Overholser Elementary
7900 N.W. 36th
Bethany, OK 73008
Lee Ann Teasley, Principal
405.789.7913

Rollingwood Elementary
6301 N. Ann Arbor
Oklahoma City, OK 73122
Debbie Hamilton, Principal
405.721.3644

Tulakes Elementary
6600 N. Galaxie
Oklahoma City, OK 73132
Lee Roland, Principal
405.721.4360

Western Oaks Elementary
7210 N.W. 23rd
Bethany, OK 73008
Drew Eichelberger, Principal
405.789.1711

Wiley Post Elementary
6920 Britton Road
Oklahoma City, OK 73132
Stephanie Teadway, Principal
405.721.8123

Will Rogers Elementary
8201 N.W. 122nd
Oklahoma City, OK 73142
Pam Miller, Principal
405.722.9797

Windsor Hills Elementary
2909 Ann Arbor
Oklahoma City, OK 73127
Renita White, Principal
405.942.8673



Standards-based Report Cards

Kindergarten

Parent Guide

Questions from Parents

This curriculum brochure has been designed to provide parents with an overview of what their child will be learning this year and how their progress is going to be reported. Under each content area, is a list of skills, also called Standards, that identify what we expect all students to know, understand, and be able to do by the end of the year.

What are standards-based report cards and why are they important?

This report card makes the grade-level standards clear to parents so they know exactly what their child should know and be able to do at each grade level. Standards-based report cards give parents specific information about how their child is doing and where they need to improve. Because concrete skills and knowledge are listed on the report card, it is one way to help monitor whether all students are being exposed to the same curriculum and learning the skills they should learn in each grade.

Why is Putnam City using a standards-based report card?

We believe students are the biggest winners when standards-based report cards are used. These report cards give teachers, parents, and students clear and specific information about what skills and knowledge should be learned at each grade level. Teachers will assess student progress throughout the year and will evaluate the results and plan instruction and interventions accordingly. Students demonstrating a high level of performance on grade level standards will be provided enrichment activities and assignments that provide opportunities for them to broaden, expand, or deepen their learning, or they may be accelerated to the next group of objectives to be mastered. Students who have not mastered the material will be engaged in activities and instruction to correct their deficiencies and help them to achieve mastery.

What are the standards my Kindergartener is expected to learn?

Reading/Literature



Print Awareness

Recognizes that sentences are made up of words
Distinguishes letters from words

Phonemic Awareness

Identifies and produces simple rhyming pairs (ex. bat/cat)
Recognizes beginning sounds in spoken words

Recognizes ending sounds in spoken words
Recognizes the same sounds in different words (ex. /b/ in ball, big, bun)

Phonics

Identifies the uppercase alphabet by name
Identifies the lowercase alphabet by name
Identifies the consonants by sound
Identifies the short vowels by sound

Fluency

Recognizes some common words by sight

Comprehension/Literature

Retells or dramatizes a story after reading or listening to text
Makes and confirms predictions when reading or listening to text
Places events in sequential order by telling the beginning, middle, and ending
Summarizes main points and events of a simple story
Distinguishes between fiction and nonfiction



Writing

Traces and copies letters
Uses writing to communicate ideas and information
Records some beginning sounds in words
Records some ending sounds in words
Prints his/her first and last name

Listening/Speaking

Listens with interest to stories read aloud
Follows one and two step directions
Expresses information and ideas speaking in clear and complete sentences
Recites short poems, rhymes, and songs

Science

Observes, describes, sorts, and classifies objects according to their properties
Asks questions, make predictions, and communicate observations orally and/or in drawings/graphs



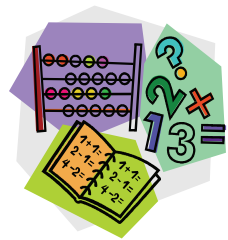
Mathematics

Patterns

Sorts and counts objects in a set to 10
Constructs and completes simple patterns

Number Sense

Counts forward to 100
Counts backward from 20
Writes numerals 0 to 20
Constructs, identifies, and names sets to 20
Constructs and compares sets to 20
Identifies the ordinal position of objects first through tenth



Geometry & Measurement

Identifies and names common geometric shapes (circle, square, triangle, rectangle, oval)



Identifies and names three-dimensional geometric shapes (sphere, cube, cylinder)
Demonstrates knowledge of spatial relations between self and objects in space (on, above, below/under, beside, behind, over)
Tells time on digital and analog clocks to the hour
Names days of the week and months of the year

Uses nonstandard units of measurement (paper clips, blocks, etc.)
Identifies coins: penny, nickel, dime, and quarter

Social Studies

Identifies patriotic symbols
Identifies the state of Oklahoma on a map of the United States



Social & Personal Skills

States personal information (first and last names, age, birth date, telephone number, parent/guardian name)

Motor Skills

Demonstrates large motor skills (gallop, hop, jump, run, slide)
Demonstrates eye/hand coordination necessary for using a variety of writing instruments

Fine Arts

Participates in art, music, and dramatic play activities