



Kindergarten

Raymore-Peculiar School District

Accredited with Distinction

Mission: Preparing each Student for a Successful and Meaningful Life





Greetings,

A reporting system's purpose is to provide ongoing and meaningful feedback so students, parents and teachers know where students are with their understanding, what it takes to improve, and what the target or goal is for mastery. Students become more engaged and motivated in their learning when they understand what it takes to reach proficiency.

This parent guide has been designed to provide an understanding of the reporting method. If you have questions, please contact your child's teacher or your school's principal.

Sincerely,
Academic Services

Ray-Pec Administration

Dr. Kari Monsees, Superintendent

Dr. Kevin Daniel, Assistant Superintendent of Academic Services

Dr. Karen Hurst, Director of Curriculum, Assessment and Elementary Education

Karmin Ricker, Instructional Design and Technology Coordinator

Jacque Underwood, Director of Special Services Grades PK-4

Linda Bass, Director of Special Services Grades 5-12

Kristel Barr, Director of Student Services and Secondary Education

Dr. Al Voelker, Principal of Bridle Ridge Intermediate

Randy Randolph, Principal of Eagle Glen Intermediate

Dr. Jerrod Fellhauer, Principal of Creekmoor Elementary

Dr. Lovie Driskill, Principal of Timber Creek Elementary

Michelle Hofmann, Principal of Raymore Elementary

Doug Becker, Principal of Stonegate Elementary

Missy Mattingly, Principal of Shull Elementary

Rob Weida, Principal of Peculiar Elementary

Why does the Raymore-Peculiar School District utilize a standards-referenced report card (SRRC)?

- The state requires mastery of standards to be promoted. Report cards should reflect that a student has mastered the standards and inform everyone that a child is ready to move on to the next grade.
- SRRCs link standards together throughout the grade levels increasing in breadth and depth each year.
- SRRCs highlight **Power Standards**. There are many standards to teach and learn. **Power Standards** identify which are most important standards for students to know.
- SRRCs provide more continuity across grades.
- Teachers can reflect upon their teaching practices. Studies show that students learn more with reflective teachers who are constantly thinking about what and how to teach.
- SRRCs help teachers focus upon what to emphasize.
- Students know what is expected in his or her learning.
- SRRCs help make scoring and reporting more uniform throughout the district.
- SRRCs help parents better understand what their children know and need to learn

Information on the Report Card

1. Student Information

General information about a student.

2. Attendance

Days a student is enrolled, absent or tardy.

3. Quarters

Four quarters during the school year. Quarterly reporting is on the progress of *Learning Targets*. Final report of the year will measure understanding of Learning Targets and *Power Standards*. Art, Music, and Physical Education will report on a semester basis (2nd quarter and 4th quarter). Technology skills are a part of how students learn in the 21st Century. Technological skills and processes will be taught and students will apply these within their content learning. A separate score will not be reported out separately on the report card.

4. Student Learning Attributes

Effort

Perseveres and attempts quality work

Engagement

Actively participates and listens; shows interest

Responsibility

Follows directions; meets deadlines; manages time; advocates for self; demonstrates sportsmanship

Respectfulness

Respects people, property, and uses network etiquette when online, cooperates with others

Preparedness

Prepares and organizes for learning with positive attitude and needed materials

5. Academic Descriptors

4=Learning and performing beyond grade-level or course standards

3=Meeting grade-level or course standards independently; thoroughly; and accurately

2=Progressing toward grade-level or course standards with some additional help and support

1=Experiencing difficulty meeting required grade-level or course standards; consistently requires assistance

IE=Insufficient Evidence

NA=Not assessed at this time

M=Modified Standard

The markings show how your student's performance compares to clearly defined grade-level standards. The grade-level standards are based on the Missouri Learning Standards.

When determining an achievement level, teachers consider the degree to which a student is able to demonstrate progress, apply skills and knowledge through assessments, performance, and products over time. A preponderance of evidence is used when determining student understanding.

Deeper explanation of Academic Descriptors:

4 =Learning and performing exceeds grade-level or course standards

The student's academic performance significantly and consistently demonstrates knowledge, application, and extension of content standards not necessarily taught during the year. Typically a student at this level extends the understanding of the grade level standards, goes deeper, explores connections or relationships through critical thinking or exhibits creativity in their thinking.

3=Meeting grade-level or course standards independently; thoroughly; and accurately

The student's academic performance consistently demonstrates knowledge and application of grade level standards.

2 =Progressing toward grade-level or course standards with some additional help and support

The student's academic performance partially demonstrates knowledge of grade level standards taught during the year and may require assistance periodically. The student understands specific learning targets, but does not demonstrate understanding of the grade level standard consistently or thoroughly.

1 =Experiencing difficulty meeting required grade-level or course standards; consistently requires assistance

The student's academic progress demonstrates limited knowledge of grade level standards taught during the year. Progress indicates student may not achieve proficiency by the end of the year. The student requires assistance throughout.

IE=Insufficient Evidence

There is not enough evidence at this time to determine level of understanding.

NA=Not Assessed at this Time

Student progress has not been measured at this time.

M=Modification of Standard

Standard has been modified to align with specific individualized student learning plans. Modifications are based on a student's present level of academic performance.

KINDERGARTEN

Power Standards and Learning Targets

English Language Arts

Power Standard

The student will be able to actively engage in group reading activities with purpose and understanding.

Learning Targets

- I can explain my knowledge and ideas regarding informational and literary text. Introductory level target.
- I can identify key ideas and details in a text with guidance and support. Introductory level target
- I can identify the elements of craft and structure in informational and literary text.

Power Standard

The student will be able to apply reading foundational skills.

Learning Targets

- I can apply grade level phonics and word recognition skills.
- I can demonstrate concepts of print.
- I can demonstrate phonological awareness.

Power Standard

The student will be able to demonstrate understanding of writing skills.

Learning Targets

- I can demonstrate use of various types of writing and their purposes.
- I can participate in research to build and present knowledge.
- I can produce and distribute writing with guidance and support. (directive or general feedback) Introductory level target.

Power Standard

The student will be able to participate in collaborative conversations.

Learning Targets

- I can demonstrate comprehension and collaboration.
- I can share my knowledge and ideas.

Power Standard

The student will be able to demonstrate command of the English language when reading, writing, speaking, and listening.

Learning Targets

- I can demonstrate conventions of standard English.
- I can use acquired vocabulary.

Math

Power Standard

The student will be able to demonstrate number sense through counting and cardinality.

Learning Targets

- I can compare numbers.

- I can count to tell the number of objects.
- I can name numbers and count in a sequence.

Power Standard

The student will be able to apply the use of operations and algebraic thinking.

Learning Target

- I can understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Power Standard

The student will be able to show understanding of number and operations in base ten.

Learning Target

- I can work with numbers 11-19 to gain foundations for place value.

Power Standard

The student will be able to demonstrate knowledge of measurement and data.

Learning Targets

- I can classify objects and count the number of objects in each category.
- I can describe and compare measurable attributes.

Power Standard

The student will be able to describe basic elements of Geometry.

Learning Targets

- I can analyze, compare, create, and compose shapes.
- I can identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.)

Science

Power Standard

The student will be able to describe forces and interactions with a push and a pull.

Learning Target

- I can compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

Power Standard

The student will be able to understand the relationships in ecosystems.

Learning Target

- I can use observations to describe patterns of what plants and animals need to survive.

Power Standard

The student will be able to demonstrate understanding of weather and climate.

Science Cont:

Learning Targets

- I can ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather.
- I can use and share observations of local weather conditions to describe patterns over time.

Social Studies

Power Standard

The student will be able to understand principles of community and citizenship.

Learning Targets

- I can participate in a decision making processes.
- I can explain how to resolve disputes peacefully.
- I can identify the flag and recite the Pledge of Allegiance.
- I can describe the work that people do and their contributions to the community.

Power Standard

The student will be able to identify geographic tools.

Learning Targets

- I can identify various kinds of maps and globes.

Art

Power Standard

The student will be able to develop works of art through the application of art materials, techniques, and processes.

Learning Targets

- I can apply media to an area with control in drawing/painting.
- I can create a three dimensional form.
- I can identify primary and secondary colors.
- I can identify small, medium, and large.
- I can identify various lines.
- I can name more than one texture.
- I can tell the difference between 2D and 3D shapes/forms.
- I can use a simple printmaking technique.

Power Standard

The student will be able to explore visual arts to communicate at variety of creative ideas, feelings, and experiences.

Learning Target

- I can create art that expresses my feelings.

Music

Power Standard

The student will be able to demonstrate music literacy.

Learning Targets

- I can keep the steady beat with my feet.
- I can show the rhythm of the words in a song with my hands while I'm singing the song.

Power Standard

The student will be able to sing tunefully and with expression.

Learning Targets

- I can demonstrate the four different kinds of voices: speaking, singing, calling, and whispering.
- I can sing a kindergarten song with a light voice.
- I can echo the melody my teacher sings.

Physical Education

Power Standard

The student will be able to demonstrate a variety of manipulative skills and movement patterns for lifetime wellness.

Learning Targets

- I can hop on each foot continuously.
- I can gallop continuously using each lead leg.
- I can throw using TLC method.
- I can demonstrate bilateral skills.
- I can strike a ball with a paddle.
- I can pass a soccer ball to a stationary target.