



Parent Brochure

Standards-Based Report Card

Canton Public Schools

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What is a Standards-Based Report Card?

District standards are specific learning goals for skills and concepts that are organized within subject areas. Canton’s educators have mapped out a standards-based curriculum that aligns with the Massachusetts Curriculum Framework. The state continually evaluates and revises the standards; our report card will reflect these changes as they occur.

Some key ideas of a Standards-Based Report Card include:

- The standards are **end-of-year** expectations, or learning targets. These include 21st Century Social/Behavioral Skills and academic Content Standards.
- All students in a particular grade level are evaluated on their progress toward meeting the same learning targets (the standards). Parents can see where their child is on the journey toward mastery of **end-of-year** expectations.
- It is understood that most students are Approaching (A) the end of year standard as they are learning a new skill or concept. This is appropriate and expected. **Students have the entire school year to progress toward mastery of a standard.** (See the Content Proficiency Level Key on page 3)
- It is different from traditional assessment and reporting, which gives a single letter grade (typically representing an average of test scores) for broad subject categories.

<u>21st Century Social/Behavioral Skills Proficiency Key</u>	
4	Student consistently demonstrates this skill.
3	Student often demonstrates this skill.
2	Student sometimes demonstrates this skill.
1	Student requires on-going intervention to develop this skill.

What are 21st Century Social/Behavioral Skills?

21st Century Skills are the set of knowledge, skills, work habits, and character traits that are recognized as necessary for success in today’s world. These skills prepare your child to work effectively in each content area, both independently and in groups. Students practice these skills in combination with academic content. As students practice these skills, they form thinking habits. Opportunities to develop these skills are present in all curriculum areas, for all students, PreK-12.

Everyone is on a life-long journey to develop their thinking through the application of social and behavioral skills. Students have varying degrees of proficiency in applying these foundational skills for their age, but everyone is somewhere on the continuum. In schools, teachers create the conditions in which these skills develop. Each year, as your child moves to a new grade level/class, their teacher determines where they are functioning on the continuum of skills. Teachers continually assess these skills as they are a necessary component of learning, and are intertwined with a student’s capacity for acquiring academic content knowledge.

It is important to note that students may begin the year at a low rating for a particular skill. This may be developmentally appropriate. You will also notice that as your child advances through the grade levels, teachers’ conversations about your child’s work habits and thinking skills should change. This is an area of continuous growth.



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<u>Content Standards Proficiency Level Key</u>	
E - Exceeding	In addition to meeting the end of year standard, the student is able to self-initiate in-depth inferences and applications that extend beyond what was taught.
M - Meeting	The student meets the end of year standard consistently and independently.
A - Approaching	The student is approaching the end of year standard.
S - Supported	The student relies on support to make progress towards meeting the end of year standard.
N - Not Taught/Assessed	This standard was not taught or not assessed.

Mathematics

In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in kindergarten is devoted to numbers than to other topics.

The Standards for Mathematical Practice describe the ways students “do” math, as they grow in mathematical maturity. Engaging in the practices supports students’ understanding of mathematical concepts.

Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Reading/English Language Arts

Literature and Informational Text

Kindergarten students engage with literature and informational texts. With support, students ask and answer questions about key details including characters, settings, and unknown words. Kindergarten students retell familiar stories, given prompting and support, to include key details. Students recognize features of different genres and can explain how illustrations go with texts. Using books with similar topics or themes, kindergarten students compare/contrast stories, characters, and ideas.

Foundational Skills

Foundational reading skills in kindergarten include print concepts, phonological awareness, phonics/sight word knowledge, and reading fluency. In kindergarten, students learn how print is organized in terms of the spacing, flow, and use of punctuation and capitals. Students learn how to segment and blend sounds in words and then map sounds into letters. Upon learning letter sounds, common phonic patterns and sight words, students can read early emergent texts with understanding.



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Writing

In kindergarten, students use a combination of drawing, dictating and writing to create narrative, opinion and informative pieces. Given support and guidance, students add details and develop their application of grade level appropriate grammar, spelling, and mechanics.

- Narrative: Students write narratives based on personal experiences that are sequenced appropriately and include a personal reaction.
- Opinion: In response to a topic or text, students share their preference or opinions.
- Informative/Explanatory: Students compose pieces that state a topic and give some related information. Students also participate in shared research and writing projects as a class.

Speaking and Listening

Students participate in collaborative conversations about grade level topics and books with peers and adults. These conversations provide opportunities for students to develop communication skills, including expressing thoughts and ideas clearly, adding to others' thoughts, asking and answering questions for clarification, and supporting their own thoughts with visuals/pictures as needed.

Language

With support and guidance, kindergarten students use standard English grammar when writing and speaking to produce complete sentences with grade appropriate conventions. Students also work with adults and peers to acquire and use new vocabulary.

Science

Kindergartners build on early experiences observing the world around them as they continue to make observations that are more quantitative in nature, and begin to identify why some changes in nature occur. Students learn to use their observations as evidence to support a claim. They learn that all animals and plants need food, water, and air to survive, and that the fundamental difference between plants and animals is a plant's ability to make its own food. Students build their quantitative knowledge of temperature in relation to the weather and its effect on different kinds of materials. They observe that the amount of sunlight shining on a surface causes a temperature change and they design a structure to reduce the warming effects of sunlight. They investigate motions of objects by changing the strength and direction of pushes and pulls. They provide examples of plants and animals that can change their environment through their interactions with it.

Social Studies

Kindergartners use their experiences with their families, school, community, state, and country to develop their understanding of what it means to be a 21st century citizen. They learn about the people and events we celebrate in our national holidays and why we celebrate them. They become familiar with American national symbols. They sequence events in their lives, identify their address, city, state, and country and the location of places in their immediate neighborhood. They build a foundation for their civic identity through the study of family and community members that promote safety and demonstrate honesty, courage, friendship, respect, and responsibility.



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Music Education

Kindergarten musicians will listen, respond, and move expressively to a wide variety of music. They will explore and create musical ideas that include the musical opposites: high/low, fast/slow, loud/soft, choppy/smooth. They develop foundational music skills and knowledge such as: speaking vs. singing voice, steady beat, and solfege (Do, Re, Mi). Kindergarteners begin to develop basic ensemble skills, such as: group singing, memorizing lyrics, and waiting for sound and visual cues.

Visual Art Education

Kindergarten artists will explore and use imaginative play with art materials to create artworks that utilize the Elements and Principles of Art and Design (such as: line, shape, form, color, texture, pattern). Through a variety of art making experiences, students learn to talk about their creative choices and art created by others. Kindergarten artists begin to develop an awareness that artists use a visual language to tell stories of personal life experiences and the value of sharing the thinking in their artwork.

Technology Education

Early elementary school students are introduced to foundational concepts by integrating basic digital literacy skills with simple ideas about computational thinking. Students begin to explore the uses of technology as they learn that tools help people do things better, more easily, or do some things that could otherwise not be done at all.

Physical Education

In Kindergarten Physical Education, students will begin to build a foundation for life-long wellness skills. Students will be engaged in a variety of guided physical activities to help define and move safely through personal space. Students will practice tossing towards a target, developing balance and strength through tumbling activities, and using their energy wisely through the use of fitness stations. Additionally, students will be able to execute with purpose such locomotor skills as: walk, run, jump and hop in preparation for more mature movement skills in grade one.

Health Education

In Kindergarten Health Education, students will begin to build a foundation for lifelong wellness skills. Students will be engaged in a variety of guided health education activities to identify ways to stay healthy and safe, such as identifying emotions, drug and medicine safety, and identifying food groups.