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|  **Blair-Taylor Elementary** **& SoSET Charter Schools Report Card**  |

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| ***Standards-Based Report Cards Meet Common Core State Standards*** |
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|  The report card is a tool that helps us communicate how well a child is learning the standards that are being taught. Blair-Taylor Elementary School and SoSET Charter schools use a **Standards-Based Report Card** to communicate how well students are learning specific learning outcomes related to standards. In this type of report card, there is no single “grade” for a subject, like reading, which is obtained by [averaging](http://www.sumner.wednet.edu/studentfamilyservices/academics/pdf/evaluatinggradingpractices.pdf) or combining multiple scores across the duration of a grading period. Unlike traditional grade reports, standards-based grading measures students’ knowledge of grade-level content by reporting the most recent, consistent level of performance.  Students learn and grow at different paces. Therefore, if a child learns at a different pace than others, he or she is not penalized in a standards-based grading system by lower scores in the beginning of the year, which is what happens when grades are averaged. The important thing is not *how fast* a child learns a new concept but rather that he or she *did* learn it.  |  Standards-based grading allows students, parents and teachers to all have the same information about what a child has learned and what he or she needs to learn.  The Standards-Based Report Card includes information about how a child is performing on a given set of standards. Most states in the country, including Wisconsin, adopted a set of standards for both language arts and mathematics known as the **Common Core State Standards**. They define what children need to know and be able to do at the end of each grade level in order to be ready for a career or for college by the time they graduate from high school. For more information about the Common Core State Standards, go to <http://www.corestandards.org/>.  Blair-Taylor Elementary and SoSET Charter School report cards include all of the Common Core State Standards at each grade level. Because these are end-of-the-year learning objectives, not all the standards will be assessed in the beginning of the year as children are just being introduce to the skills.  |  Teachers will assess and give feedback on a child’s degree of mastery of the standards that have been taught. They will continue to work with children throughout the year to help all children master all standards. Parents are encouraged to talk to their child’s teacher regarding any skills that have been reported but not mastered to help their child master all skills by the end of the year and be ready for the following school year. Beginning in the 2014-15 school year, a new assessment tool will be used to evaluate how well students are acquiring the learning targets identified in the Common Core State Standards. It is called **Smarter Balanced** assessment and will replace the current WKCE assessment. It will measure current student achievement and growth across time, showing progress toward college and career readiness. <http://www.smarterbalanced.org/parents-students/>  |

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| **I Can Learn!** | **Show What I Know** |
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|  Direct communication with your child’s teacher is the best way to learn what your child knows and what he or she needs to learn. In addition to receiving information about your child’s learning by talking to the teacher, we have designed a report card that we hope will provide you with detailed information about your child’s learning and give you a tool you can use to help you talk to your child about his or her learning.  |  To help clarify the learning required for each standard, the report card uses “I Can Statements.” For example, for the kindergarten math standard “Counts to 100 by tens and ones,” there are two “I Can Statements” - “I can count to 100 by ones” and “I can count to 100 by tens.” The letters and numbers that follow the “I Can Statements” on the report card indicate the standard from which the statement was written. The standard noted above is standard K.CC.1 - Kindergarten, Counting and Cardinality, first standard. |

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|  The degree to which a child has mastered each standard or “I Can Statement” is indicated through the following child and parent-friendly scale:Y = **Yes**, I can do this skill all or most of the time.IP = **In progress,** I am working on mastering this skill. N = **Not yet**, I am performing at a beginning or introductory level on this skill. |

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| **Learning Fun at Home** |
|  Below are some ideas for things you can do with your child at home to help him or her learn and grow. Please talk to your child’s teacher about other, more specific activities you can do at home to help your child learn things that are challenging for him or her. |
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| 1. Read to your child and have him or her read to you every day for at least 15 minutes. Pick out words that might be new to your child or words that have multiple or complex meanings. Discuss those words and how they add to what the writer is saying. 2. Ask your child to retell a story in his or her own words by telling what happened first, second, third, etc. 3. Ask your child to think about what the main message of a story may be or what big ideas he or she learned from an informational book or article. 4. Look for opportunities in everyday places to build your child’s vocabulary. Provide information and/or illustrations about that term or concept.5. Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading. Many libraries, including the Blair and Taylor libraries ,have book clubs and family activities that make reading fun for the entire family. 6. Use technology to help build your child’s interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. |

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| **What Students are Expected to Know and be Able to do by the End of** **Kindergarten** |
|  Below are the learning objectives written as “I Can Statements” that your child needs to know and be able to do by the end of the school year. The state adopted Common Core State Standards have given us direction for the English/language arts and mathematics standards. State standards in all other areas have guided the development of “I Can Statements” for those areas. **To view the complete standards, go to http://standards.dpi.wi.gov/.** |
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| **English/Language Arts**I can tell who, what, where, when, why and how after listening to stories. RL.K.1I can retell a story. RL.K.2I can tell the characters, setting and what happens in a story. RL.K.3I can ask and answer questions about new words in a story. RL.K.4, RI.K.4I can tell the difference between storybooks and poems. RL.K.5I can tell who the author and illustrator are. I can tell what their jobs are. RL.K.6, RI.K.6I can use the illustrations to help to tell the story. RL.K.7I can compare and contrast familiar characters in stories. RL.K.9I can engage in class fiction reading activities. RL.K.10I can tell who, what, where, when, why and how after reading nonfiction. RI.K.1I can tell the main topic and details in a nonfiction book. RI.K.2I can tell how people, events or ideas are connected. RI.K.3I can use words and pictures to help me understand nonfiction. RI.K.7I can find the reasons an author gives to support his or her ideas. RI.K.8I can tell how two nonfiction books are alike and different. RI.K.9I can engage in class nonfiction reading activities. RI.K.10I can use basic text features to help me read. RF.K.1, RI.K.5I can recognize and name all upper- and lowercase letters. RF.K.1I can recognize and make rhyming words RF.K.2.aI can count and divide words into syllables. RF.K.2.bI can blend and divide onsets and rimes of single-syllable words. RF.K.2.cI can find and say the initial, middle vowel and last sound in simple words. RF.K.2.dI can change a consonant or a vowel sound to make new words RF.K.2.e. RF.K.3.dI can make the most common sound for each consonant. RF.K.3.aI can use common beginnings and endings to help me determine what a word means. L.K.4.bI can explore word relationships like opposites and action words with guidance and support. L.K.5I can use new words I learn. L.K.6**Mathematics**I can say number names 0-20.I can count to 100 by 1's. K.CC.1I can count to 100 by 10's. K.CC.1I can count forward starting at a given number. K.CC.2I can write numbers from 0 to 20. K.CC.3I can write a number for a group of 0 to 20 objects. K.CC.3I can count a group of objects accurately. K.CC.4.aI can understand that the last object counted tells the number of objects in a group even when the objects are rearranged. K.CC.4.bI can understand that adding an object to a group will make the total number one bigger. K.CC.4.cI can count out a number of objects between 1 and 20 when the number is given to me. K.CC.5I can tell if a group of objects in one group is greater than, less than or equal to a group of objects in another group. K.CC.6I can compare two written numbers between 1 and 10. K.CC.7I can use objects, fingers and pictures to help me show addition. K.OA.1I can use objects, fingers and pictures to help me show subtraction. K.OA.1I can solve addition word problems within 10. K.OA.2I can solve subtraction word problems within 10. K.OA.2I can take apart numbers less than or equal to 10. K.OA.3I can find the number that is added to 1 through 9 to make 10. I can use objects or drawings to show my answer. K.OA.4I can fluently add within 5. K.OA.5I can fluently subtract within 5. K.OA.5I can put together tens and ones to create numbers from 11 to 19 using objects, drawings or equations. K.NBT.1I can take apart numbers from 11 to 19 by using objects, drawings or equations to show tens and ones.. K.NBT.1I can tell how an object can be measured. K.MD.1I can compare how two objects are similar or different using measurement. K.MD.2I can place objects into categories. K.MD.3I can count the number of objects in categories. K.MD.3 | I can match the most common long and short vowel sounds with the common spellings. RF.K.3.bI can read the common high-frequency words that have been introduced to me. RF.K.3.cI can read beginning books fluently. RF.K.4I can understand beginning books. RF.K.4I can write, draw and tell my opinion. W.K.1I can write, draw and tell to teach. W.K.2I can write, draw and say what happened to tell a story. W.K.3I can tell how I feel about the story I told. W.K.3I can add details to my writing. W.K.5, SL.K.5I can publish my writing. W.K.6I can help my class research. W.K.7I can help my class write. W.K.7I can remember what I have been taught to answer a question. W.K.8I can participate appropriately in a conversation. SL.K.1I can answer questions about a story. SL.K.2I can ask about something I don't understand. SL.K.3I can tell about people, places and things with help. SL.K.4I can speak clearly. SL.K.6I can print many uppercase and lowercase letters. L.K.1.aI can use nouns and verbs. L.K.1.bI can say regular plural nouns. L.K.1.cI can understand and use question words. L.K.1.dI can use common prepositions. L.K.1.eI can make complete sentences with my class. L.K.1.fI can capitalize the first word in a sentence L.K.2.aI can capitalize the word "I". L.K.2.aI can recognize and name end punctuation. L.K.2.bI can write a letter or letters for most consonant sounds. L.K.2.cI can write a letter or letters for most short vowel sounds. L.K.2.cI can use what I know about phonics to write words. L.K.2.dI can tell the meaning of unknown and multiple-meaning kindergarten words. L.K.4.aI can sort objects into groups by their measurable attributes. K.MD.3I use positional words to describe shapes around me. K.G.1I can name shapes, including squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres, regardless of their orientation or size. K.G.2I can identify shapes as two-dimensional or three-dimensional. K.G.3I can tell about and compare two-dimensional and three-dimensional shapes. K.G.4, L.K.5.aI can draw or make shapes using materials like sticks and clay. K.G.5I can use simple shapes to make larger shapes. K.G.6**Science**I can participate in discovery activities.**Social Studies**I can participate in discussions and activities about social studies and health. |

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| **Physical Education** |
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| I can demonstrate skipping skills at a grade appropriate level. (1.A.1)I can hop at a grade appropriate level. (1.A.1)I can gallop at a grade appropriate level. (1.A.1)I can slide at a grade appropriate level. (1.A.1)I can travel fast and slow using different paths and changing directions using a variety of locomotor skills at a grade appropriate level. (1.A.2)I can repeat a dance pattern at a grade appropriate level. (1.A.3)I can perform tumbling activities at a grade appropriate level. ( 1.A.4)I can throw a ball underhand at a grade appropriate level. (1.B.1)I can throw a ball overhand at a grade appropriate level. (1.B.2)I can dribble at a grade appropriate level. (1.B.3)I can catch at a grade appropriate level. (1.B.3)I can kick at a grade appropriate level. (1.B.3)I can strike an object at a grade appropriate level. (1.B.3)I can jump rope by myself at a grade appropriate level. (1.B.4)I can jump rope with a partner at a grade appropriate level. (1.B.4)I can demonstrate long rope jumping skills at a grade appropriate level. (1.B.4)I can balance at an age appropriate level. (1.C)I can explain the skills I am learning at a grade appropriate level. (2)I willingly participate in regular physical activity at a grade appropriate level. (3, 4, 6)I can participate safely at a grade appropriate level. (5)I can follow rules at a grade appropriate level. (5)I can follow procedures at a grade appropriate level. (5)I can cooperate and be respectful at a grade appropriate level. (5) |

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| **Art** |  |
| I can create at least 6 different types of line.I can identify at least 8 different shapes.I can create at least 5 different shapes.I can use tools used in art effectively for grade level, such as; scissors, glue, pencil, crayon, paint, and other types of art mediums.I can return things to where they belong when I'm done using them.I can clean up after myself when I make a mess.I can be respectful of myself and others, including the teachers, at all times in the art room. |   |

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| **Music** |  |
| I can identify musical expression including dynamics, tempo, articulation and mood appropriate for my grade level.I can demonstrate musical expression including dynamics, tempo, articulation and mood appropriate for my grade level.I can identify rhythm including beat, duration, meter, pattern appropriate for my grade level.I can demonstrate rhythm including beat, duration, meter, pattern appropriate for my grade level.I can identify form including phrase form, section form, and composite form appropriate for my grade level.I can demonstrate form including phrase form, section form, and composite form appropriate for my grade level.  | I can identify melody including pitch and direction, tonality, pattern appropriate for my grade level.I can demonstrate melody including pitch and direction, tonality, pattern appropriate for my grade level.I can identify timbre including environmental, vocal, instrumental, and electronic appropriate for my grade level.I can demonstrate timbre including environmental, vocal, instrumental and electronic appropriate for my grade level.I can identify texture and harmony appropriate for my grade level.I can demonstrate texture and harmony appropriate for my grade level.I can participate and follow music class expectations.  |

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| **Social Skills**I can follow rules.I can play well with others.I can respect the rights of others.I can demonstrate good manners.I can keep my hands to myself.I can use appropriate voice level in school.I can handle conflicts appropriately.I can demonstrate self control. | **Work Habits**I can respect property.I can follow directions.I can work well with others.I can work independently.I can listen attentively.I can organize myself, my materials, and my work space.I can complete work neatly. |

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