

Kindergarten Priority Standards

Grading Scale- English Language Arts and Mathematics

4: Exceeds Standard 3-3.5: Meets Standard
2-2.5: Approaching Standard 1-1.5: Below Standard

English Language Arts

MLS Standard	Reporting Topic	Initial Quarter for Progress Grade
K.RF.1.A.a	Identify all Upper and Lowercase Letters	1
K.RF.3.A.a	Produces Letter Sounds	1
K.RF.2.A.b-c	Rhyming	1
K.RF.3.A.b	Reading High Frequency Words	1
K.W.2.A	Opinion Writing	2
K.RF.3.A.c	Blending Letter Sounds to Decode Simple Words	2
K.L.1.B.h	Write Uppercase and Lowercase Letters for Consonant and Vowel Sounds	2
K.RF.2.A.e-h	Phonemic Awareness	2
K.R.2	Fiction Comprehension Skills	2
K.R.3	Nonfiction Comprehension Skills	2
K.W.2.B	Informative/Explanatory/Research Writing	3
K.W.2.C	Narrative Writing	3

Mathematics

MLS Standard	Reporting Topic	Initial Quarter for Progress Grade
K.NS.A.1	Count to 100 by Ones and Tens	1
K.NS.B.9	How Many in a Set	1
K.NS.C.10	Compare Two Numbers	1
K.NS.A.4	Read and Write 0-20	2
K.RA.A.1+	Add Within 10	2
K.RA.A.1-	Subtract Within 10	3
K.GM.C.6	Identify Shapes	4
K.DS.A.1	Classify Objects	4

Grading Scale- Science and Social Studies

X: Standard Introduced and Taught

Science

MLS Standard	Reporting Topic	Quarter Taught
K.PS3.A.1	Sunlight	1
K.ESS2.D.1	Weather	1
K.PS2.A.1	Push and Pull	2
K.PS1.A.1	Matter	3
K.LS1.C.1	Needs of Living Things	4
K.ESS3.C.1	Environment	4

Social Studies

MLS Standard	Reporting Topic	Quarter Taught
K.PC.1.B.a	Identify reasons for making rules within the school.	1
K.RI.6.A.a	Describe cultural characteristics of your family and class members.	2
K.H.3.B.a	Create a personal history.	3
K.E.4.A.c	Describe examples of needs and wants within your family and school.	4
K.EG.5.A.a	Identify maps as representations of real places.	4

Grading Scale- Technology

4: Exceeds Standard 3-3.5: Meets Standard
2-2.5: Approaching Standard 1-1.5: Below Standard

* The order that technology skills are taught varies by building.

Technology

Reporting Topic	Quarter
Basic Computer Operations	Varies
Mouse Skills	Varies
Keyboarding Skills	Varies
Word Processing Skills	Varies

Grading Scale- Work Habits and Social Skills

0: Often S: Sometimes R: Rarely

Work Habits	Quarter
Displays Perseverance Towards Meeting Individual Goals	All
Listens and Follows Directions	All
Actively Participates in Class Discussions/Activities	All
Displays Self-control	All
Makes Good Use of Time	All
Social Skills	Quarter
Communicates Effectively	All
Works Cooperatively With Others	All
Respects the Rights and Property of Others	All

Grading Scale- Art, Music and Physical Education

4: Exceeds Standard 3-3.5: Meets Standard
2-2.5: Approaching Standard 1-1.5: Below Standard

Art

Reporting Topic	Quarter
Engage in exploration and imaginative play with materials	1
Through experimentation, build skills in various media and approaches to artmaking.	2
Create art that tells a story about a life experience	3
Create art that represents natural and constructed environments	4

Music

Reporting Topic	Quarter
Demonstrates an understanding of the elements of music: Dynamics	1
Demonstrate an understanding of the elements of music: Tempo	1
Demonstrates an understanding of the elements of music: Melody	2
Demonstrates an understanding of the elements of music: Rhythm	3
Demonstrates an understanding of the elements of music: Composition	3
Demonstrates an understanding of the elements of music: Melody	4
Demonstrates appropriate performance and rehearsal skills and etiquette	2 & 4

Physical Education

Reporting Topic	Quarter
Demonstrate safe use of general and personal space	1 & 2
Demonstrate the correct form of three locomotor skills	1 & 2
Demonstrate manipulative skills in a stationary position	3 & 4
Demonstrate chasing, fleeing, dodging	3 & 4
Demonstrate cooperation with partners and small groups to accomplish a game objective	1, 2, 3, 4

STANDARDS-BASED GRADING FAQs

1. My child is not at a 3, should I be concerned?

These are end of year standards. When standards are first introduced, it is to be expected that a student will not be at a 3. It is important to monitor growth on the standard as the year progresses. If you do not see growth as the year progresses, that would indicate an area your student needs more support with.

2. How do standards-based grades compare to traditional grades?

In a traditional grading system, the grade is an average of the work for the quarter. Student grades can fluctuate from quarter to quarter and throughout the quarter. A student may struggle early on in the quarter with a concept and then master the concept by the end of the quarter. However, those early grades would be part of the average and the end of quarter grade would not be an accurate reflection of the student's knowledge of the subject matter. With the standards-based approach the scores are not averaged, rather the grade would reflect where the student is in respect to the standard at grade card time. A student who begins the quarter with 1's may progress to a 2 or 3 as the quarter progresses and the grade card would reflect that the student is now a 2 or 3.

3. Where can I get additional information on the standards that are being taught and standards-based grading?

The list of priority and supporting standards that will be taught throughout the year are available on the district website.

- 1- Website: www.waynesville.k12.mo.us
- 2- Click on the "Departments" header.
- 3- Choose "Instructional Services/Curriculum"
- 4- On the menu on the left-hand side, choose "Pre-K to 6th Grade Curriculum Documents".
- 5- Choose the grade level and content area you would like to access.
- 6- Additionally, there is also a brief informational video on standards-based grading on the "Guide to Standards Based Grading" tab.
- 7- Please contact your student's school with any additional questions.

Waynesville R-VI School District

Guide to Standards Based Grading



Kindergarten

The Waynesville School District utilizes standards-based grading for grades PK-6. The standards that are being assessed are aligned to the Missouri Learning Standards. The complete set of Missouri Learning Standards are available on the Missouri Department of Elementary and Secondary Education's website, www.dese.mo.gov.

The grade-level standards outline what students should know and be able to do by the end of the school year. As students progress through the year teachers are looking for student growth towards meeting the expectations of the standards. At grade card time, students will be marked based on where the student currently is in respect to the expectations of the standard.

During first quarter, teachers are laying the foundational base for most skills and many skills may not be formally assessed on the report card, as additional instruction is necessary before progress will be assessed for report card purposes. Please keep in mind that if your student has less than a 3 on a standard in first quarter, that does not necessarily indicate an area of concern. As the standards are end of year expectations, scores of less than 3 can be expected. The important part will be to look at student growth on the standard in subsequent quarters; continued growth is what you should be looking for. During conferences your student's teacher will discuss your student's progress on the standards and will alert you if there are standards that are an area of concern.