



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

KINDERGARTEN

Elementary Progress Report Overview

In the Elementary Progress Reports, a student’s academic progress may be indicated by any level at a given marking period, i.e., a student can receive a 3 or 4 for the first marking period if he/she has demonstrated that level of understanding. Since some concepts and skills are presented only at certain times during the school year, parents should expect to see some “NA”s on a student’s progress report for the first marking period. This should be expected and not a concern.

Academic Key	
4	Exceeds grade level standard
3	Meets grade level standard
2	Developing towards grade level standard
1	Does not yet meet grade level standard (needs to develop)
NA	Not assessed at this time

Work Habits and Social Development are reported on three levels, allowing students who are demonstrating a higher level to be recognized.

Work Habits/Social Development Key	
O	Outstanding
S	Satisfactory
N	Needs Improvement

Progress Reports are sent home in November, March, and June following our three marking periods.

Note for Students with an IEP or 504 Plan

If your child has an Individual Education Plan or 504 Accommodation Plan, this progress report will reflect any modifications in grading, course content, or student expectations that have been specified by the Planning and Placement Team.

English Language Arts

Learning new language skills is a main focus of kindergarten. Your child will learn about upper and lowercase letters and their role in reading. Your child will learn that letters have sounds and match them appropriately. They will use this information to help them to begin to read. Your child will practice rhyming and blending sounds into words. Practice with these types of activities is a powerful step toward learning to read and spell correctly.



Your child will also learn about how books work and discuss an author’s message. An expanding vocabulary is another key factor in his/her ability to read and comprehend books and stories. Your child will also begin to experiment with writing and will be encouraged to use a combination of drawing, dictating, and writing letters to share information, ideas, and feelings.

Mathematics

Young children arrive in kindergarten with widely varying knowledge in math. By the end of the year, your child must have some important foundations in place. One of the most important skills your child should develop is the ability to add and subtract small numbers and use addition and subtraction to solve word problems. This will rely on gaining some fundamentals early in the year, such as counting objects to tell how many there are. Addition and subtraction will continue to be a very strong focus in math through grade 2.

In Kindergarten, your child will:

- Count objects to tell how many there are;
- Compare two groups of objects to tell which group, if either, has more and compare two written numbers to tell which is greater;
- Act out addition and subtraction word problems, and draw diagrams to represent them;
- Add with a sum of 10 or less; subtract from a number 10 or less, and solve addition and subtraction problems;
- Add and subtract very small numbers quickly and accurately (e.g., 3+1); and
- Correctly name shapes regardless of orientation or size (e.g., a square oriented as a “diamond” is still a square).



Science

Learning science is an active process. Students of science ask questions, make observations, and gather information to make sense of the world around them and design solutions to problems. Students engage in inquiry-oriented instruction to build science knowledge, to learn to work collaboratively, and to communicate ideas utilizing critical thinking skills.

In Kindergarten your child will:

- Observe and record local weather conditions to describe patterns
- Use seasonal weather patterns to make choices of clothing and activities
- Compare the effects of different strengths or directions of pushes and pulls on the motion of an object
- Describe the similarities and differences in behaviors of plants and animals in order to survive
- Describe characteristics that distinguish living from non-living things
- Investigate the types of materials used by people to build houses and the properties that make the materials useful
- Use senses and simple measuring tools to observe and sort objects based on properties
- Develop a simple sketch, drawing, or physical model to illustrate thinking or to solve a problem



Social Studies

Throughout the grades, students will be learning much of their Social Studies content during their English Language Arts period. A large part of the Connecticut Core State Standards is reading non-fiction and informational writing.

We revised our Social Studies Curriculum this year to include new topics in Kindergarten:

- Me and My Family
- My School
- My Community



Students will explore non-fiction books and magazines as well as learn about globes and maps of Monroe. Rules of the classroom and the school will be a focus throughout the school year.

Art

It is the goal of the elementary art department to provide students with an exceptional art education. We seek to nurture the artistry and creativity in all our students by providing experiences that are fun, rewarding, and challenging. Our commitment is to also create within students a sense of pride and worth in their artistic abilities. Art is an expressive form of non-verbal communication important to the total education of the student in the Monroe Public Schools.



Physical Education

Our Physical Education program is based on acquiring knowledge and skills as a foundation for engaging in physical activity. The purpose of our physical education classes is to give all students the necessary tools to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life. Physical education is a sequential educational program based on physical activities undertaken in an active, safe, and supportive atmosphere in which every student is challenged and successful.



Music

As a department, we are committed to providing all students with a quality education in music and performing arts.

In K, students will be evaluated on:

Effort

Performing: Uses singing voice, matches pitch, and keeps a steady beat

Responding: Responds to music through movement



It is our sincere hope that through high quality music educational opportunities using traditional, experiential, and creative instructional experiences, all students will become inquisitive, life-long learners with the 21st century skills necessary to be successful.

Comments:

Each marking period, teachers will write comments sharing more specific details or examples about student performance.