

Overview

What is a Standards-Based Progress Report (SBPR), and why is it used?

An SBPR gives you information about how your child is progressing toward meeting the Colorado State Standards during the course of the school year. Standards specify what all students should know and be able to do.

- Your child’s performance is measured against the standard, rather than simply being compared to other students in his or her class.
- It gives every child in every school the opportunity to meet or exceed state standards.
- It gives you, the parent or guardian, a more detailed and honest assessment of how your child is progressing academically.

What do 4, 3, 2, and 1 mean? How do they compare to A, B, C, and D?

There is no comparison to A, B, C, and D.

- The numbers indicate whether students are “on track” toward meeting the year-end standard.
- A 3 the first trimester does NOT mean that students have reached the goal of proficiency; rather, their progress is meeting expectations for the trimester, and, if students remain on that path, they should reach proficiency (the goal) by the end of the year.
- Final grade-level proficiency can only be determined at the end of the year.

Students receive 3s on trimester progress reports when they are well on their way to meeting the standard.

If they do not receive 3s, they may receive one of the following.

- Students receive 2s if they have made some progress but are not quite on track to reach the standard by the end of the year. Some intervention may be necessary.
- Students receive 1s if they will definitely require extra support and intervention to achieve the standard.
- Students may receive 4s if they are far ahead of where they are expected to be at that point in time relative to the standards.

What do advanced, proficient, partially proficient, and unsatisfactory mean for end-of-year achievement?

Assuming the state standard is the goal:

- **Advanced** means they have consistently exceeded the grade-level goal.
- **Proficient** means they have consistently demonstrated the grade-level goal.
- **Partially Proficient** means they are working towards the grade-level expectation, but they have not been able to consistently demonstrate the grade-level goal.
- **Unsatisfactory** means they consistently do not demonstrate grade-level expectations and therefore will require extra support and intervention to reach the goal.

Following are the standards established by the State of Colorado. It is the goal that all students meet these standards by the end of their kindergarten year.

Literacy Goals

It is understood that in the first trimester, these goals are met with assistance, and growth is noted as students progress towards consistency and independence.

Reading

Students read and understand a variety of materials. Students understand that printed words, not only pictures, carry meaning. Students identify an increasing number of familiar “sight” words. They can also tell a story and retell a story they have heard.

- **Suggestions:** *Set an example by reading at home and talking to your child about what you are reading and why. Talk about and show examples of what you are reading, such as newspapers, cookbooks, novels, signs, cereal boxes, and store logos. Let your child see the positives of reading and model for your child how reading is an important part of life. Read to your child every day. Enjoy nursery rhymes and poetry together.*

Students apply thinking skills to their reading, writing, speaking, listening and viewing. Students begin to think independently and develop their own ideas and then put their thoughts into words.

- **Suggestions:** *Read a book with your child and ask questions, such as “What do you think will happen next?” and “Which part did you like best?” Ask your child if he or she would like to draw a picture of what happened in the story and retell the events.*

Students read to locate, select, and use relevant information from a variety of media, references, and technological sources. Students learn to get information from different sources. For example, they learn to look at the title of a book, the front and back covers of a book, and the book’s pictures to figure out what the book is mostly about.

- **Suggestions:** *Go to the library. Have your child look at the title, covers, and pictures of age-appropriate books. Together, figure out what the books might be mostly about. Then read the books together and discuss.*

Students read and recognize literature as a record of human experience. Students read different kinds of books and try to determine how the texts relate to their own lives.

- **Suggestions:** *Read with your child. Talk about what you read and have your child relate the book to his/her own life and to other books you have read together.*

Writing

Students write and speak for a variety of purposes and audiences. Students learn to give directions, retell stories, and explain what they are thinking.

- **Suggestions:** *Listen to and encourage your child to express himself/herself. Give your child many opportunities to talk, write, draw, color, and scribble.*

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. Students should be able to write using both upper- and lowercase letters and write their first and last names correctly. They should also know how to spell a few sight words. Students’ writing often includes drawings and other symbols to communicate ideas.

- **Suggestions:** *Model language for your child by telling stories and having conversations about a variety of topics.*

Social Sciences Goals

Civics: Children learn what makes families special, how to solve problems with friends, turn-taking, steps in making friends, and ways to be “handy helpers.”

- **Suggestion:** *Discuss things that make your family special and how family members help one another. Discuss how your child makes new friends.*

Geography (Culture): Students learn about common and unique characteristics of different cultures.

- **Suggestions:** *Discuss how your family’s customs and traditions may vary from those of your friends. Attend and compare and contrast a special ceremony or celebration from a different cultural group.*

Economics: Students begin to understand the difference between needs and wants and how family members make choices.

- **Suggestions:** *Discuss purchasing decisions at home, your family’s needs and wants and how your family decides what’s important.*

Mathematics Goals

Students' mathematical understanding will be assessed each trimester based **only on the units taught in that trimester**. At the end of the kindergarten year, an overall view of students' progress and mastery of standards will determine the level of proficiency attained. By the end of the kindergarten year, students should have met the following goals.

Number Sense: Students count by 1s forward and backward to 100 and learn to count by 5s and 10s. They compare numbers through daily routines and play games. They explore different ways to show numbers using manipulatives (such as counters, beans and macaroni), words, drawings, and operations.

- **Suggestions:** *Help your child become comfortable with numbers in daily life; your child should learn his/her address and phone number. Have your child count things for you in his/her everyday life, such as napkins, silverware, or coins.*

Algebraic Thinking: Students identify, create, and extend sound, movement, and visual patterns. They explore number patterns and sort objects by attributes.

- **Suggestions:** *Have your child design his/her own patterns with toys, kitchen utensils, clothes, or dishes. Make a game of what's missing from the pattern. Have your child help sort the laundry; teach him/her how to separate the clothes.*

Data and Probability: Students collect, organize, display, and analyze classroom data through daily routines of charting the weather and temperature and conducting class surveys. Students describe the likelihood of events as definite, impossible, or possible.

- **Suggestions:** *Play games and look at charts in the newspaper. Chart and talk about a newspaper weather report. Questions to ask include, "Is today's temperature higher than yesterday's?" "What might it be tomorrow?" "Is this certain, possible, or impossible?"*

Geometry: Students learn about different shapes—triangles, squares, and circles. They learn to describe shapes by the number of sides, thickness, color, and size.

- **Suggestions:** *Look for shapes around the house, mall, playground, or supermarket. Talk to your child about the characteristics used to describe shapes and encourage him/her to apply those terms to other objects in the home.*

Measurement: Students order objects in different ways, such as by length (shortest to longest) or by weight (heaviest to lightest). They also learn to identify pennies, nickels, dimes, quarters, and dollar bills.

- **Suggestion:** *Have your child help you cook and measure ingredients. Talk to your child and explain the process of measuring for food preparation. Gather several of the same types of objects of various sizes, such as books, boxes, and cans. Help your child arrange the objects in some kind of order. Use comparison words such as taller, shorter, more, less, about, same, heaviest, and lightest.*

Computation: Students explore addition and subtraction in many different ways with concrete activities, games, and number stories. They also learn to talk about what they are doing and why.

- **Suggestion:** *Count by 2s or by 5s with your child. Have him/her practice independently and verbalize his/her thinking. In daily activities, encourage your child to estimate numbers without counting. Compare piles of small items, considering which pile has more objects and which pile has fewer. Have your child begin counting objects in one pile and continue to count in the second pile, arriving at a total number of objects in both piles.*

Science Goals

Inquiry: Students learn about their senses and use them to observe and describe properties and motions of common objects. They learn to ask questions and share ideas about everyday objects, positions of these objects, and their own health and safety.

- **Suggestions:** *Don't answer all your child's questions. Ask for his/her opinions and work to find answers together. Show your child how to use tools around the house. Let your child tell you how one might use each tool to solve a problem or finish a project.*

Physical Science: Students use their senses to observe, describe, and compare the color, size, shape, texture, and weight of common objects. They become more aware of these properties and distinguish among the senses they use to observe them.

- **Suggestions:** *Let your child examine many objects at home, in the grocery store, and at the park. Ask your child to tell you about each object using as many senses as possible. Expand your child's vocabulary by describing each object yourself.*

Earth and Space Science: Students observe, describe, and compare positions of different objects in relation to themselves and other people and objects. They begin to develop a sense of space and spatial organization in their environment.

- **Suggestions:** *Gather a variety of items on a table. Ask your child to arrange them based on your instructions, such as, "Place the spoon on top of the plate." Allow your child to practice position ideas, such as inside, beside, next to, on top of, above, and to the right of. Observe an animal in its environment and ask your child to tell you how it moves. Do all animals move in the same way?*

Life Science: Students explore physical characteristics that make humans unique from other animal species. They recognize that they can take care of their health through good nutrition, rest, exercise, and personal hygiene.

- **Suggestions:** *Observe an animal in the yard or at the park. Ask your child to describe characteristics that he/she has in common with the animal as well as characteristics that differ. Discuss the health benefits of various foods served to your family.*

The Nature of Science: Students make accurate descriptions that help them communicate their ideas. They learn to work together and share observations.

- **Suggestions:** *Play the game I Spy and ask your child to find an item that you spy (describe). Let your child describe an item, then you attempt to find it.*

English Language Development

If your student is identified as an English language learner, you will find an English Language Development (ELD) section in the Progress Report. You will also receive an additional ELA Parent Guide.

Parent Guide to Standards- Based Reporting

Kindergarten

Denver Public Schools