



Allen Independent School District

Kindergarten Report Card Parent Guidelines

Learner Services
Beth Nicholas, Assistant Superintendent

Kindergarten Report Card

General Information

This report is being sent to you so that you may better understand your child's progress. The ultimate goal of the school is to help each child achieve to his/her potential. Thus, many different phases of your child's development are considered in compiling this report. You are encouraged to take an interest in your child's work. Review this report with your child and offer to work with him/her where help is needed. Congratulate your child when success occurs.

A more comprehensive view of your child's strengths and areas needing improvement may be gained through a parent-teacher conference. To schedule an appointment, call your child's teacher to make arrangements at a mutually convenient time. Communication between the home and the school has been proven to help guide the continuous growth of children in academics, social development, and attitudes.

Each Content Area is a reflection of the academic and social skills that are outlined in the state standards (TEKS). Skills taught each nine weeks within the content areas of the report card were determined by the TEKS and the AISD Scope and Sequence.

The indicators will show a student's current achievement, rather than an average. The indicators provide a better tool for parents to use in understanding their child's progress in relation to the TEKS.

Students will receive a report card each nine weeks. Kindergarten students will not receive progress reports. There are four numbers/symbols (4, 3, 2, and 1) and a rubric that will be used on the Kindergarten report card to communicate student progress. (See below) The Kindergarten report card may have an addendum that indicates the specific guided reading level that your child has mastered. (See below) As the year progresses there is a gradual release of responsibility (see chart below) that demonstrates the level of teacher support in relation to the level of student independence that may help you in better understanding your child's growth.

Ongoing teacher observations (anecdotal records/notes) will be used for the completion of the report card for each marking period. The level of expectation for a given objective should increase as the year progresses appropriate to the expected growth for Kindergarten. The "grade level expectations" refers to the expectations relevant to the specific grading period. When assessing students, if a prompt or cue is needed, a student is not "demonstrating high achievement. If a skill or concept is not required to be graded at the beginning of the year, the skill will not show up on the report card until the appropriate nine weeks.

Report Card Symbol Explanation

<p>4 Demonstrates high achievement of grade level expectations</p> <ul style="list-style-type: none">▪ demonstrates clear understanding of all objectives consistently and independently▪ uses appropriate terminology in subject area▪ masters instructional objectives on or above grade level expectations▪ expands learning independently▪ problem solves on independent level▪ contributes valuable insight to classroom discussions▪ asks thought provoking questions	<p>3 Meeting grade level expectations</p> <ul style="list-style-type: none">▪ demonstrates understanding of most objectives▪ uses appropriate terminology in subject area▪ masters instructional objectives on grade level▪ expands learning with guidance from teacher▪ problem solves with prompts from others▪ participates in classroom discussions▪ asks questions when needed
<p>2 Progressing toward grade level expectations</p> <ul style="list-style-type: none">▪ demonstrates partial understanding of most objectives▪ attempts use of appropriate terminology in subject area▪ develops instructional objectives on grade level▪ has little or no expanded learning▪ listens to classroom discussions▪ asks questions when needed	<p>1 Not yet demonstrating grade level expectations</p> <ul style="list-style-type: none">▪ demonstrates little or no understanding of objectives▪ does not attempt to use appropriate terminology in subject area▪ has not developed instructional objectives of grade level▪ has limited problem solving skills▪ is inattentive to classroom discussions▪ asks questions that are not related to subject matter

Release of Responsibility

Level of Student Independence	
4	<p><u>Demonstrates high achievement of grade level expectations</u></p> <ul style="list-style-type: none"> demonstrates clear understanding of all objectives consistently and independently uses appropriate terminology in subject area masters instructional objectives on or above grade level expectations expands learning independently problem solves on independent level contributes valuable insight to classroom discussions asks thought provoking questions <p style="text-align: center;">NO SUPPORT</p>
3	<p><u>Meeting grade level expectations</u></p> <ul style="list-style-type: none"> demonstrates understanding of most objectives uses appropriate terminology in subject area masters instructional objectives on grade level expands learning with guidance from teacher problem solves with prompts from others participates in classroom discussions asks questions when needed
2	<p><u>Progressing toward grade level expectations</u></p> <ul style="list-style-type: none"> demonstrates partial understanding of most objectives attempts use of appropriate terminology in subject area develops instructional objectives on grade level has little or no expanded learning listens to classroom discussions asks questions when needed <p style="text-align: center;">MODERATE/LOW SUPPORT</p>
1	<p><u>HIGH SUPPORT</u> <u>Not yet demonstrating grade level expectations</u></p> <ul style="list-style-type: none"> demonstrates little or no understanding of objectives does not attempt to use appropriate terminology in subject area has not developed instructional objectives of grade level has limited problem solving skills is inattentive to classroom discussions asks questions that are not related to subject matter
Level of Teacher Support	

Social Development/Work Habits

The behaviors listed are modeled and reinforced throughout the school year.

In addition, the same numbers/symbols are used for both Social Development/Work Habits and Academic Descriptors.

Language Arts General Information

In Kindergarten, students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills.

Students will:

- read and understand a wide variety of literary and informational texts;
- compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail;
- know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information
- listen and respond to the ideas of others while contributing their own ideas in conversations and in groups
- learn how to use the oral and written conventions of the English language in speaking and writing.

Language Arts Report Card Categories and Academic Descriptors

Language Arts – Reading

- Print Awareness – The student may consider:
 - Do I understand print is read from left to right and top to bottom?
 - Do I understand that words consist of letters and spaces appear between words?
- Phonological Awareness-The student may consider:
 - Can I distinguish and produce rhyming words?
 - Can I blend and take words apart?
 - Can I identify and manipulate beginning and ending sounds?
- Decoding/Phonics-The student may consider:
 - Do I recognize letters and sounds?
 - Do I see spelling patterns?
 - Am I sounding words out?
 - Do I see smaller words inside this word? (e.g. “and” inside “band”)
- Comprehension- The student may consider:
 - What is this story about?
 - Can I predict what is going to happen?
- Vocabulary Development-The student may consider:
 - Can I understand new vocabulary and use it in my reading and writing?

Language Arts - Writing

- Engages in the Writing Process - with adult assistance
 - Prewriting and brainstorming
 - Drafting
 - Revising
 - Editing
 - Publishing and/or sharing
- Communicates ideas in writing-The student may consider:
 - Do I write words and sentences using sound spelling?
 - Does my reader understand what I’m trying to say?
 - Does my writing have a clear beginning, middle, and end?
- Conventions: includes grammar, spelling, capitalization, and punctuation

Language Arts -Penmanship

- Legible Manuscript (Handwriting): correct letter formation; appropriate letter and word spacing

Math General Information

Within a well-balanced mathematics curriculum, the primary focal points at Kindergarten are developing whole-number concepts and using patterns and sorting to explore number, data, and shape.

Throughout mathematics in Kindergarten, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use numbers in ordering, labeling, and expressing quantities and relationships to solve problems and translate informal language into mathematical language and symbols. Students use objects to create and identify patterns and use those patterns to express relationships, make predictions, and solve problems as they build an understanding of number, operation, shape, and space. Students progress from informal to formal language to describe two- and three-dimensional geometric figures and likenesses in the physical world. Students begin to develop measurement concepts as they identify and compare attributes of objects and situations. Students collect, organize, and display data and use information from graphs to answer questions, make summary statements, and make informal predictions based on their experiences.

Throughout mathematics in Kindergarten, students develop numerical fluency with conceptual understanding and computational accuracy. Students in Kindergarten use basic number sense to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness. Students model addition and subtraction problems using manipulatives.

Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Kindergarten, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve meaningful problems as they do mathematics.

Math Report Card Categories and Academic Descriptors

Number, Operations, and Quantitative Reasoning:

- Uses numbers to name quantities
- Describes order of events or objects
- Recognizes that there are quantities less than a whole
- Models addition and subtraction

Patterns, relationships, and algebraic thinking:

- Identifies, extends, and creates patterns
- Uses patterns to make predictions

Geometry and Spatial Reasoning:

- Describes the relative position of objects
- Uses attributes to describe, sort, and compare objects
- Uses attributes to describe, sort, and compare two and three dimensional figures

Measurement

- Compares attributes and solves problems using:
 - Length
 - Area
 - Weight/Mass
 - Capacity
 - Relative Temperature
- Uses time to describe, compare, and order events and situations

Probability and Statistics

- Constructs and uses graphs of real objects and pictures to answer questions

Problem Solving

- Solves problems
- Uses informal language to communicate about math
- Uses logical reasoning

Science General Information

In Kindergarten, students observe and describe the natural world using their five senses. Students do science as inquiry in order to develop and enrich their abilities to understand scientific concepts and processes. A central theme throughout the study of scientific investigation and reasoning; matter and energy; force, motion, and energy; Earth and space; and organisms and environment is active engagement in asking questions, communicating ideas, and exploring with scientific tools. Scientific investigation and reasoning involves practicing safe procedures, asking questions about the natural world, and seeking answers to those questions through simple observations and descriptive investigations. The study of elementary science includes planning and safely implementing classroom and outdoor investigations using scientific processes while addressing the major concepts and vocabulary, in the context of physical, earth, and life sciences.

Science Report Card Categories

Science

- *Concepts and Skills:* demonstrates an understanding of the grade level objectives
- *Scientific Process:* predict, observe, gather data, generate questions, classify objects, compare/contrast information, test predictions

Think of the following example of seasons to help you determine a student's grade.

Concepts and Skills: The student can identify characteristics of four seasons.

Scientific Process: The student can collect information using weather instruments; such as demonstration thermometers and wind socks.

Social Studies General Information

In Kindergarten, students focus on the self, home, family, and classroom. The study of our state and national heritage begins with an examination of the celebration of patriotic holidays and the contributions of historical people. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.

Social Studies Report Card Categories

Social Studies

- *Concepts and Skills:* demonstrates an understanding of the grade level objectives
- *Applications/Connections:* making "real-world" connections
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The following is an example of Social Studies instruction to help you determine a student's progress.

Concept: Ordinary people who have shaped the community

Connection: Students identify local community leaders and their roles

Fine Motor Development

As manual dexterity develops, the goal for the child is to attain skill in using a tripod grip for writing tools (pencils, crayons, even markers) and the standard ("thumb up") grip for scissors.

Teacher Conferences will be held in the near future. These conferences will be your opportunity to learn more about the new format and ask questions.

Kindergarten Report Card Addendum

Grading Period		3	4
Guided Reading Level (Instructional Level)	N		
	M		
	L		
	K		
	J		
	I		
	H		
	G		
	F		
	E		
	D		
	C		
	B		
A			

Guided Reading Level

The mark indicates the instructional reading level at which your student is currently reading. Reading accuracy, comprehension, and fluency are all taken into consideration when determining a reading level.

***The shaded area in the graph indicates the range of levels typically achieved during a specific grading period in kindergarten.**

ADDITIONAL PROGRAMS/SUPPORT	1	2	3	4
SSI-Student Success Initiative Lab				
ESL - English as a Second Language				
Bilingual				
Tutoring				
Resource				
Speech				
AIM				

Comments: