

GUIDE TO YOUR CHILD'S KINDERGARTEN REPORT CARD- FIRST NINE WEEKS

As a parent of an LISD kindergartener, you will receive a report card and other assessment information from your child's teacher four times during the year. It is our goal to provide you with information on your child's progress and ideas for supporting his/her learning in some areas. We encourage you to use this information as you work and play with your child, building on his/her natural curiosity. Not all items on the report card will be graded every nine weeks. The online gradebook is not maintained for kindergarten as progress is posted at the end of each grading period only. Punishing or rewarding your child for grades is not appropriate at this age.

KINDERGARTEN REPORT CARD:

It is normal for children at this age to have developed skills in some areas but not in others. For each item reported, your child's classroom teacher will mark if your child is:

- D= developed at the level expected for the END of kindergarten
- S= still developing, progressing appropriately but not yet developed at this time
- N = needing improvement, is experiencing difficulty with this skill/concept at this time. Your cooperation with the teacher in providing extra support for your child with this will benefit your child.
- N/A = not assessed at this time. Teachers assess skills/concepts at the time(s) indicated in the district curriculum. If your child is already doing extensive work on this skill/concept; your teacher will provide you with individualized information about it.

Kindergarten teachers across LISD are using a district-developed continuum to consistently determine grades and report student progress.

INDIVIDUAL PROFILE CARD:

This provides you with specific information about what letters, sounds and shapes your child knows. Assessing these skills early in the year gives the teacher information about what your child already knows. There is also information about your child's development of writing skills. Children will have many opportunities to learn these skills during the year.

SPECIALS REPORT:

Your child takes part in special classes such as physical education, art, and music. These grades are reported by the teachers from those classes as follows:

- E = Exceeds Expectations
- M = Meets Expectations
- S = Still Developing
- N = Needs Improvement

Skill/ Concept	End of Year Expectation	Importance	How Parents Can Help
Speaks clearly at an appropriate volume and rate	Child usually speaks with appropriate volume and rate. Kindergarteners may not yet be able to make all speech sounds correctly.	Talking too fast or too softly/loudly interfere with communication.	If your child is hard to understand, encourage him/her to talk slowly. Model the volume of voice that you expect your child to use when talking with others.
Works productively independently	Child works independently on academic tasks when assigned.	Developing individual work habits is important for learning and life.	Give your child simple household chores for him/her to do independently. For example: feed a pet, put dirty clothes in appropriate place.
Works productively in a group	Child is consistently productive in a group. In kindergarten, the group size is initially two children but grows as children learn to work cooperatively together.	Working with others is also important for learning and life. Children need to learn to take turns, listen and share responsibilities when working with others.	Arrange for your child to play with other children in a safe, supervised location. Taking turns and acting out different roles while playing are some of the skills needed. Provide opportunities for children to work together to build structures of any kind or do art projects together. Encourage them to solve problems together by making something new.
Uses organizational skills	Child consistently and independently (at least 80% of the time without repeated reminders) puts away backpack and other materials; keeps work area organized.	Being able to organize one's materials and workspace is important for learning and productivity.	Teach your child to put materials in their proper locations in the home.
Respects others	Child seldom if ever interferes with the learning of others, uses appropriate words to resolve conflicts with others	Learning to show respect for others is a basic skill for friendship and citizenship.	Model respect by your words and actions. Point out examples of respect among others.
Accepts responsibility (for behavior)	Child usually accepts responsibility and consequences for own behavior	Accepting responsibility for one's behavior is important for friendship and citizenship.	When misbehavior occurs, use it as a teaching opportunity. Help your child see different ways to respond in the future.
Communicates mathematical thinking	Child communicates his/ her strategy and thinking about math-related topics/events using words, pictures, numbers independently. This includes drawing a picture, writing numerals and writing out what he/she did to solve a math problem.	Math is much more than rote memorization of facts. Children who can talk about their thinking are prepared to do more complex mathematical challenges as they mature.	Model how you solve math problems. "We have five people in our family. We only have three clean plates. I will need to wash some more. One more would make four; two more would make five. I need to wash two plates to have enough."
Plans/ participates in simple investigations	Child participates and plans scientific investigations. Observations are correct and complete.	Children are learning to think like scientists and benefit from planning and participating in investigations.	When your child asks questions about how/ why things happen, ask "how could you find out?"