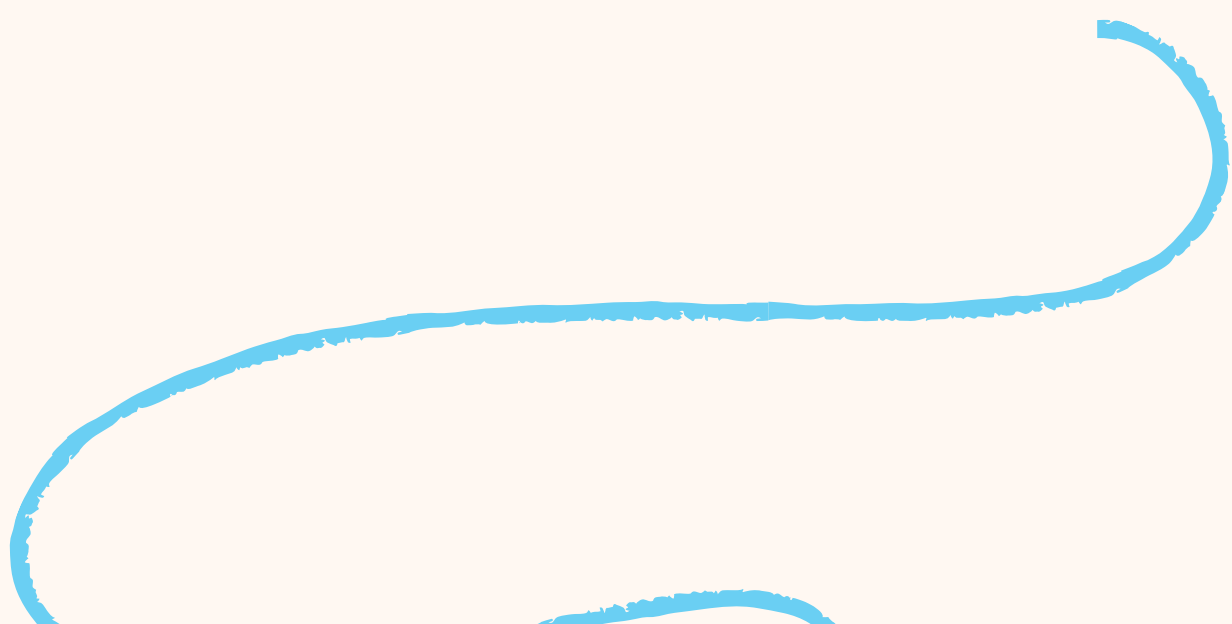
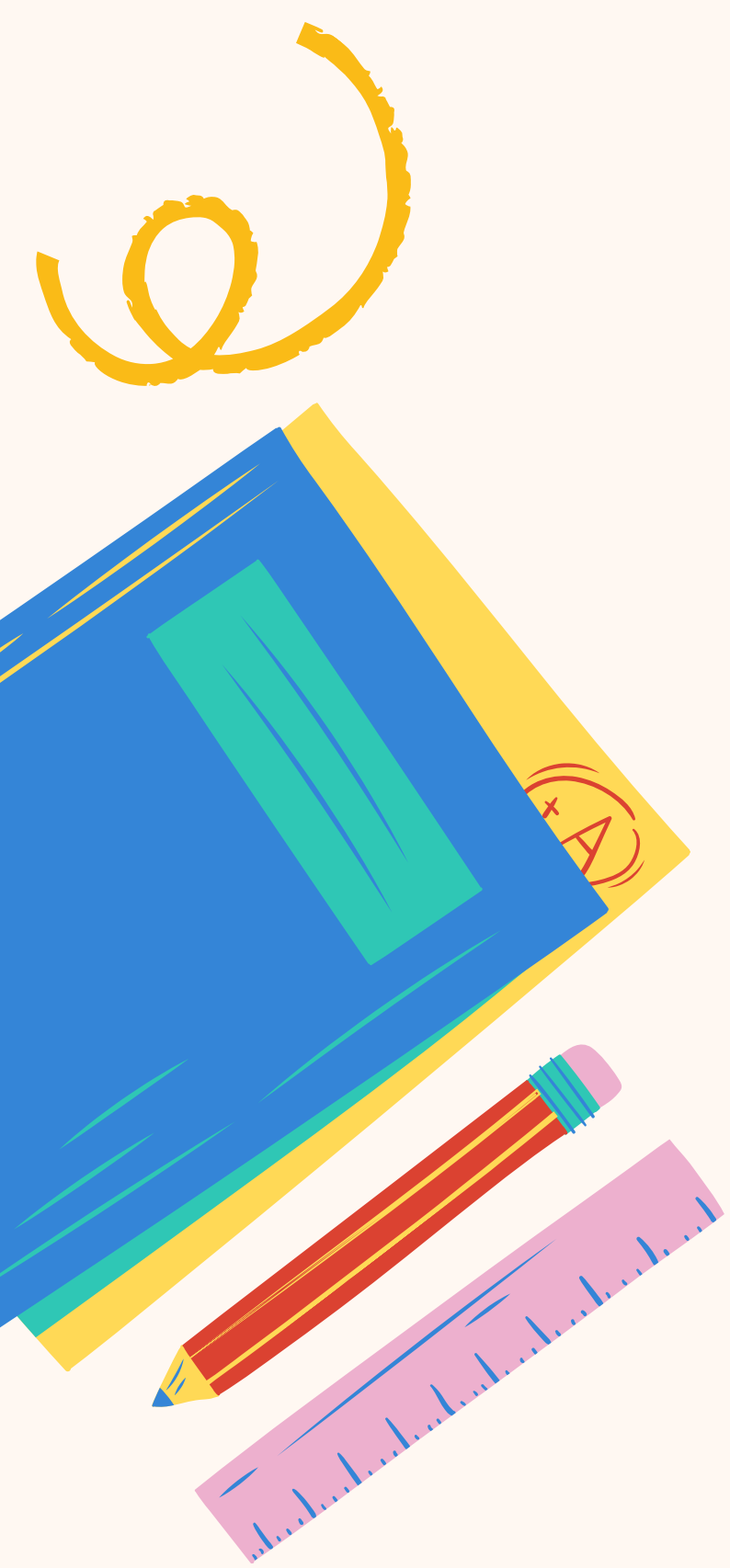


Kindergarten Report Card

Parent Guide



Wilson County Schools






Standards-Based Report Card

Standards are what students should know and be able to do at the end of each grade.

A standards-based report card:

- helps students and parents better understand grade-level expectations. On traditional report cards, students receive one “letter grade” for each subject area.
- has each subject area divided into a list of skills and knowledge that students are responsible for learning.
- means students receive a separate numerical mark (3, 2, 1).

It is important to note that not every standard is included on the report card. The skills on the Wilson County Schools Kindergarten report card are a “snapshot” of the standards for your child at this grade level.



The Three Performance Levels

3

The student has met expectations. The student demonstrates mastery of end-of-year grade-level standards. This is where students should be at the end of the year.

2

The student is approaching expectations. The student has demonstrated partial mastery of the end-of-year grade-level standards.

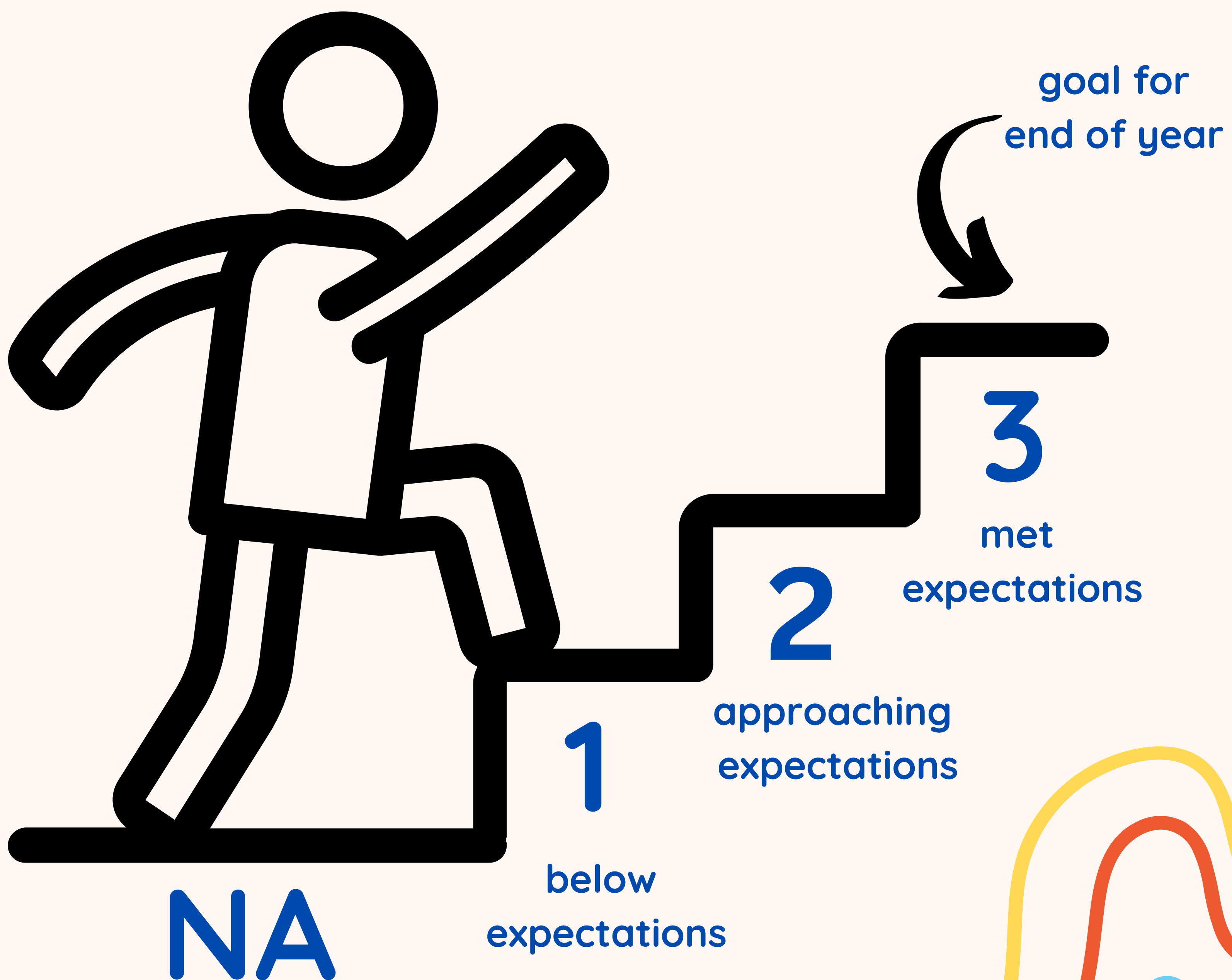
1

The student is below expectations. The student is beginning to progress towards the end-of-year grade-level standards.

NA

This standard has not yet been assessed.

Performance Levels



Clarification of Terms

attributes

Features or characteristics of something (i.e. color, shape, texture, size, etc.).

compare numbers

Telling whether a number is greater than, less than, or equal to another number.

**compose/
decompose**

Compose means combining two parts to create a whole ($6+4=10$). Decompose means breaking a whole into two parts ($13=10+3$).

CVC words

A word composed of a consonant followed by a vowel, followed by another consonant (cat, bed, rip).

decodes CVC

Saying each sound in a CVC word and blending to read the whole word.

high-frequency words

Words that are frequently encountered and need to be read automatically, not by sounding out (there, the, was, etc.)

**informative/
explanatory
writing**

Writing to give information or explain a concept

Clarification of Terms

medial sounds

A sound that is in the middle of a word and is usually a vowel

narrative writing

Writing that tells about a single event

opinion writing

Writing that tells one's opinion on a topic

phonemic awareness

Hearing, identifying, and manipulating units of sound in spoken words

phonics

Making connections between sounds in words to the corresponding letters

retelling

Telling the beginning, middle, and end of a story in your own words

syllables

A word-part, consisting of a vowel sound and other consonant sounds (basket= bas-ket)

Clarification of Conduct

Exercises self control

- Manages emotions, impulses, and movements
- Keeps hands, feet, and objects to self

Accepts responsibility for behavior

- Takes ownership of choices
- Accepts consequences of one's behavior and/or actions

Completes assignment in timely manner

- Demonstrates effort and does best work
- Uses time effectively

Listens attentively

- Gives full attention when others are speaking
- Pays attention during learning time

Speaks at appropriate times

- Actively participates in group discussions
- Refrains from blurting out

Tries to solve problems before seeking help

- Attempts to find solutions independently
- Tries to resolve conflict respectfully

Respects others, school property, and supplies

- Uses class tools appropriately and responsibly
- Treats people and property with respect

Frequently Asked Questions

How will conduct be communicated?

Conduct grades will be given quarterly on the report card. Your teacher will also communicate frequently if there are any concerns with your child's behavior.

Why do some areas have an asterisk (*) on the report card?

An area will have an asterisk if the skill has not been assessed in that quarterly grading period.

Why did my child drop from a 2 to a 1?

If your child had a 2 but now has a 1, your child did not master the new learning related to the standard.

How do I know my child has met grade-level expectations?

You will know your child is on target if they are making progress (receives a 2 or a 3) toward the grade-level expectations each quarter. Keep in mind, in order for your child to receive a three, they **MUST** demonstrate mastery of the entire end-of-year standard being assessed.

Frequently Asked Questions

How should I communicate any concerns?

If you are having concerns, please reach out to your child's teacher via their preferred method of communication. He/she can also provide resources that you can use to work on areas of need at home.

What is the difference between report cards and progress reports?

The report card displays all standards covered for the school year. The progress report displays only the standards assessed during that quarter. If an area is shaded the skill has not been taught in that quarter.

What high frequency words are being taught in kindergarten and how are these assessed?

Quarterly high frequency words are assessed based on your child's ability to automatically read and write the words taught that quarter. The high-frequency words are taken from the ELA curriculum. The high frequency words are:

Quarter 1

I
the
in

Quarter 2

he
on
and
up
a
you
see

Quarter 3

to for
do or
at be
has by
is are
it with
was will
his

Quarter 4

of no
have what
from when
there then
they you
where said
one were
we she
all her
but like
not

How To Access The Report Card

1

Go to wcschools.com and click Skyward Family Access. Log in using your login ID and password. If you do not have this, contact your school's secretary.

2

Click on Open Family Access

3

If you have more than one student, at the top select your student from the drop-down menu

4

Then on the left-hand side click on Report Cards and Documents