



2018-2019

St. Pius Elementary School

Components of the Pre-Kindergarten Report Card

PreK

Standards based reporting provides parents with a record of a child’s performance as he/she progresses through national and state grade level standards, age appropriate skills and developmental objectives. The information included on the report card has been compiled by the teacher through a variety of means; small group instruction, classroom observations, whole group instruction, paper/pencil tasks and center activities. Individual student performance on each of these tasks is organized onto spreadsheets. At the end of each quarter, the teacher reviews the information gathered throughout the nine-weeks. This information is then transferred onto each student’s report card. Parents can utilize the information included on the report card as a guide for determining which skills to practice at home. This information can also be useful when communicating with the teacher about the student and his/her performance.

When viewing the report card, it is important to remember that children develop at varying rates. Students have until the end of the school year to master grade level skills and reach developmental objectives, although some may demonstrate these expectations much sooner. The indicators of *proficiency (v)*, *developing (~)*, and *not evident (x)* are used in monitoring a child’s progress over a continuous period, until the end of the school year.

Description of Report Card Components

English Language Arts (ELA)	Mathematics
English Language Arts is divided into five standards: <i>Reading Standards for Literature and Informational Text; Reading Standards- Foundational Skills; Writing; Speaking and Listening; Language.</i>	Mathematics is divided into four standards: <i>Counting and Cardinality; Operations and Algebraic Thinking; Measurement and Data; Geometry.</i>
<p>An indicator of proficiency (v), developing (~), and not evident (x) is used to measure the student’s performance on each ELA and Math standard throughout the year. The indicator of mastery (*) is reserved until the fourth quarter. It is important to remember that students have until the end of the year to master the skills within each standard.</p> <p>Each ELA and Math standard has a corresponding list of numbered skills. Although all grade level skills will be listed, only certain skills are taught each nine weeks. Skills “spiral” throughout the year. Once a skill has been taught, it will remain a part of the curriculum and revisited periodically. Often, skills introduced at the beginning of the year, progress to a higher criteria or serve as a prerequisite for other skills later in the year.</p> <p>** Corresponding ELA and Math skill descriptions can be accessed on the school website. **</p>	
<p style="text-align: center;">Areas of Concern <i>(located under each English Language Arts and Mathematics standard)</i></p> <p>Any skill, in which a student exhibits difficulty or inconsistent performance, is listed in <i>Areas of Concern</i>. Although these skills will be revisited in the classroom, students will also benefit from additional at-home skill practice. Use the corresponding list of numbered ELA and Math skills, posted on the school website, to access specific skill descriptions.</p> <ul style="list-style-type: none"> • If a student receives a mark of “<i>proficiency</i>” (v) but has skills listed under “<i>Areas of Concern</i>”, this indicates the student is successful with most of the skills in the category, but may need to work on <u>one or two identified skills</u>. • If a student receives a mark of “<i>developing</i>” (~) but <u>does not</u> have any skills listed under “<i>Areas of Concern</i>”, then <u>all skills</u> under the category can be improved upon. 	

Letter Naming (capital & lowercase)

The student's ability to accurately *name* each individual capital and lowercase letter is documented, within these two sections, with a mark of *proficiency (v)* when the student has consistently demonstrated knowledge of the skill or *not evident (x)* when consistent recall has not yet been demonstrated.

Letter Sound

The student's ability to accurately *produce the sound* of each letter is documented, within this section, with a mark of *proficiency (v)* when the student has consistently produced the sound associated with *both* capital and lowercase forms of a letter, when presented separately. A mark of *developing (~)* indicates a student has consistently produced the letter sound when presented with a capital letter or lowercase letter form. A student who receives a mark of *not evident (x)* has not yet been able to consistently produce the sound when presented with a capital or lowercase letter.

Christian Formation

The student's performance on each skill is measured with an indicator of *proficiency (v)*, *developing (~)*, or *not evident (x)*.

Objectives for Development

The categories of *Social-Emotional*, *Physical*, and *Approaches to Learning* describe three major areas of growth and development. Each category includes a list of objectives, essential for school success. The objectives are based on an extensive review of current research and professional literature in the field of early childhood education. Although the objectives remain consistent from PreK- 3rd grade, the expectations for each objective vary at each grade level. **** Descriptions of the age/ grade level specific behaviors and skill expectations for each objective can be accessed on the school website. **** Each objective is measured with an indicator of *proficiency (v)*, *developing (~)*, or *not evident (x)*. It is important to note the behaviors and skills described at each grade level are end-of-the-year expectations. Children typically follow a similar path or trajectory when acquiring a skill or behavior; however, children develop at varying rates and may require additional time to demonstrate/ acquire the described expectations. Strategies organized by category, are also available on the school website, which offer ways to support and scaffold a child's development as it relates to a particular category.

Conduct

Student behavior documented on the daily conduct sheet is included in this area: *3-Satisfactory* (0-8 clip moves), *2-Needs Improvement* (9-16 clip moves), or *1-Area of Concern* (17 or more clip moves). A number in parentheses will follow the 3, 2, or 1. The number in parenthesis provides an exact count of how often a student's clip was moved throughout the nine weeks. { Ex. 1 (20) }

Attendance

The total number of absences and tardies for the quarter are listed in this area.

Comments

Specific student behavior and a corresponding indicator of *proficiency (v)*, *developing (~)*, or *not evident (x)* are noted in this area.

General Comments

This area is completed at the end of the year and indicates the recommended grade level placement for the following school year.

Revised: 10/17/18