



KINDERGARTEN

Look at the whole report card, not just the grades. This report card is one means of communicating a student's progress. Parents are encouraged to maintain communication with the school staff throughout the year.

EVALUATION CODE

I-Independent - Student's performance consistently demonstrates understanding of skills and concepts with little or no support on most objectives taught this quarter.

W-With Assistance - Student's performance consistently demonstrates understanding of skills and concepts with support on most objectives taught this quarter.

N-Not Yet Apparent - Student's performance does not consistently demonstrate understanding of skills and concepts on most objectives taught this quarter.

Performance indicators are based on multiple assessments from the entire marking period. These include teacher observation, formal and informal assessments, and classwork.

GRADES 1 AND 2

Look at the whole report card, not just the grades. This report card is one means of communicating a student's progress. Parents are encouraged to maintain communication with the school staff throughout the year.

EVALUATION CODE

I-Independent - Student's performance consistently demonstrates understanding of skills and concepts with little or no support on most objectives taught this quarter.

W-With Assistance - Student's performance consistently demonstrates understanding of skills and concepts with support on most objectives taught this quarter.

N-Not Yet Apparent - Student's performance does not consistently demonstrate understanding of skills and concepts on most objectives taught this quarter.

Performance indicators are based on multiple assessments from the entire marking period. These include teacher observation, projects, assessments, homework and classwork.

GRADES 3 THROUGH 5

Look at the whole report card, not just the grades. Skills become more difficult as students move from one instructional level to the next. This report card is one means of communicating a student's progress. Parents are encouraged to maintain communication with the school staff throughout the year.

- Look at the report card as a whole rather than looking at just the grades.
- Understand the Comments, Instructional Levels, and Evaluation Codes on your student's report cards.
- Know that numbers indicate Learning Behaviors.
- Take advantage of the opportunity to talk to the teacher at conferences.

EVALUATION CODE (GRADES):

- A - Outstanding Level 90-100%
- B - High Level 80-89%
- C - Satisfactory Level 70-79%
- D - Low Level 60-69%
- E - Failure 59% and below

Grades are based on multiple assessments from the entire marking period. These include teacher observation, projects, assessments, homework and classwork.

LEARNING BEHAVIOR

"Learning Behaviors" are defined as learned actions that enable students to access learning and interact with others productively in the community. The frequency and quality of the learning behavior being demonstrated are considered when reporting. Visit <https://www.hcpss.org/academics/learning-behaviors/> for more information.

Reporting Codes:

- 1 - Meets Expectations
- 2 - Making Progress Towards Expectations
- 3 - Limited/No Progress Towards Expectations

INSTRUCTIONAL CODE

Instructional levels are only for reading and mathematics and indicate student performance in relation to grade level expectations.

Reporting Period – Stand independently; the fourth marking period is not cumulative.

Attendance – Determined by state regulations.

Placement Box – This section is only completed at the end of the year.



THE CONFERENCE FORMAT

The typical conference with your child's homeroom teacher takes about 15-20 minutes and provides you with a valuable opportunity to:

- see examples of your child's work;
- review grade-level expectations and your child's progress;
- ask questions about specific concerns or get additional information; and
- find out how you can reinforce classroom learning at home.

BEFORE THE CONFERENCE . . .

Review your child's report card.

- Do you understand the grading system?
- Are there any areas that need improvement?

Talk with your child.

- How does your child feel about school?
- How does your child think he/she is doing in school?
- Is there anything that your child wants you to ask or tell the teacher?

Do you have particular concerns about your child?

- How does he/she get along with other children?
- Is your child working up to his/her potential?

Have there been any major changes at home or school that might have an impact on your child's school work?

- Health concerns?
- Family issues?
- New teacher?
- Separation from friends?

DURING THE CONFERENCE . . .

Be an active listener and take notes.

To make the best use of limited conference time, focus your attention on the areas most important to your child.

Consider the following topics for discussion with the teacher.

- In which area(s) is your child doing well?
- In which area(s) does he/she need to improve?
- Has your child adjusted well to the class and the teacher?
- What are some of your child's special interests or concerns?
- How can you help your child at home?
- What other resources are available to help your child?

AFTER THE CONFERENCE . . .

Discuss the results of the conference with your child.

- Talk to your child about the information that was shared at the conference.
- Praise your child for doing well or making progress, but also discuss areas for improvement identified by the teacher.

Monitor and support your child's progress in areas for improvement identified by the teacher.

Communicate with your child's teacher on a regular basis and schedule additional conferences, as needed.

