The purpose of the progress report is to communicate the development of your child. Combined with parent conferences and examples of student work, the progress report enables parents, teachers, and school staff to work together to help each child develop and apply the skills which lead to success and self-confidence.
Grading Codes
In all content areas, a variety of assessments will be used to determine your child's progress. Observing and taking notes about students as they work, evaluating student work samples and journal entries, using performance checklists, and maintaining portfolios of student work are frequently used evaluation methods.

The following grading codes are used to communicate the current level of student performance in all areas evaluated on the Prekindergarten and Kindergarten Progress Report:

CD—Consistently Demonstrates Skill
Your child exhibits the skills/behaviors independently or with minimal teacher support.

PR—Progressing in the Development of Skill
Your child exhibits the skills/behaviors with teacher guidance and support.

ND—Needs Development
Your child exhibits the skills/behaviors in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at this grade level.

Progress Report Objectives
During each school year, children grow physically, socially, and academically. Therefore, the expectations and evaluations of student performance on grade level objectives and indicators become more rigorous as the school year and the instructional program progress. As a result of this added rigor, a child may be Consistently Demonstrating in a particular skill in the fall and Progressing in the Development of that same skill in the spring.

Overview

Subject Areas

Reading and Writing
Your child is evaluated on the ability to:
- Engage in listening and speaking activities to develop the skills necessary to attain meaning and clearly articulate ideas
- Hear and produce sounds and parts in words such as rhyme, syllables, and individual sounds
- Engage in blending (putting sounds together to form words) and segmenting (taking sounds in words apart)
- Develop an awareness of how print works
- Engage in phonics by learning letter names and letter sounds and using these skills when reading
- Read and listen to a variety of text, practice fluent reading, and retell information about what was read
- Learn new vocabulary words and use these new words in conversation
- Engage in grade level comprehension discussions
- Write using appropriate writing skills such as letters, words, spacing, and writing from left to right
- Writes to communicate ideas related to a personal experience and informational topics

Math
Your child is evaluated on the ability to:
- Identify numerals, count orally, and build sets of objects
- Add and subtract
- Develop geometry skills and concepts by working with shapes, sorting, and using words to describe position
- Explore measurement in terms of weight, length, and capacity
- Compares sets of objects using math vocabulary
Science
Your child is evaluated on the ability to:
- Observe the world around them
- Ask questions and describe what is observed
- Seek information through reading, observation, exploration, and investigation
- Use tools to extend their senses and gather data
- Interpret data to make decisions about what is observed

Social Studies
Your child is evaluated on the ability to:
- Describe roles of community members
- Identify geographic representations
- Demonstrate understanding of citizenship
- Understand basic economic ideas

Visual Arts, Music, and Physical Education
Your child is evaluated on documented assessments at least three times during each progress period.

General Music (all students)
General music students are evaluated on a variety of skills including listening to music, singing and playing instruments, reading standard notation, moving to music, creating and composing, improvising, analyzing, and evaluating music composition and performance.

Visual Art
Art students are evaluated on a variety of skills and processes including drawing, painting, printmaking, crafts, and sculpture. Skills and techniques are introduced sequentially in both two-dimensional and three-dimensional experiences. Art concepts such as line, shape, form, texture, and color are themes that are explored in lessons.

Physical Education
Physical education students are evaluated on a variety of skills and processes from the following instructional themes: basic movement, dance and rhythms, manipulative, ball handling, and fitness.

Expected Student Behaviors
Appropriate student behavior is linked to academic achievement. The behavioral objectives evaluated on the Prekindergarten and Kindergarten Progress Report provide clear goals for all students. Students are evaluated on specific behaviors in each of the following categories:
- Respect for Myself
- Respect for Others
- Respect for Learning
- Respect for Property

Behavior