

A Parent's Guide to Grade Reporting Kindergarten

For Use During the 2018.2019 School Year Only



Fort Worth
INDEPENDENT SCHOOL DISTRICT

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Motto
Singleness of Purpose

Mission
Preparing all students for success in college, career and community leadership

Vision
Igniting in Every Child a Passion for Learning

- Values**
- *Student Achievement*
 - *Leadership Development*
 - *Stakeholder Collaboration*
 - *Respect for Diversity*
 - *Equity in Access*
 - *Perseverance and Commitment*
 - *Continuous Improvement*

- Key Strategic Goals**
- *Increase Student Achievement*
 - *Improve Operational Effectiveness and Efficiency*
 - *Enhance Family and Community Engagement*
 - *Develop a Workforce that is Student and Customer-Centered*

A PARENT'S GUIDE TO GRADE REPORTING FOREWORD

To the Parents:

We welcome you and your child to kindergarten. This year will provide many worthwhile and enriching experiences designed to lay a positive foundation for your child's future learning.

This booklet is written to guide you through the procedure for reporting to parents during the kindergarten year. Your child's teacher will share information about observed skills and attitudes demonstrated by your child during each of the reporting periods.

Your involvement in your child's education is greatly valued. Your ideas, concerns, and suggestions are sincerely solicited and encouraged. As we establish a working partnership, your child's early school experience will be enhanced.

July 2018

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PHILOSOPHY AND PURPOSES OF EVALUATION

The kindergarten program in the Fort Worth schools was first established in 1896. It continues today in 80 elementary schools as a strong beginning influence in the school experience of many students. The program is based on established and proven principles relating to the way children learn, grow and develop.

The Early Learning Department of the Fort Worth Independent School District is based on the premise that assessment is ongoing and related to each child's communicative, intellectual, physical, creative, and social abilities. Information from these assessments can enhance teachers' and parents' understanding of how a child is developing and progressing toward educational program goals, which include an enthusiasm for learning and a positive attitude towards self and others.

Gathering information about each child from a variety of sources enables the teacher to make an informed decision about a child's progress. These may include:

- a writing folder containing sample drawings and creative writings
- teacher-made checklists, charts, and graphs
- teacher observations
- parent conferences
- Texas Kindergarten Entry Assessment

Children engage in purposeful learning experiences in kindergarten.

- They are involved in many experiences that allow them to develop their natural abilities and interests through a variety of learning centers, projects, and other activities.
- Through an integrated approach, students are exposed to reading, writing, math, science and social studies. They read and engage in hands on activities for literacy and math in small groups, investigate science concepts, and explore the world around them in social studies. Each day is filled with literature, working with their peers, and building vocabulary with experiences.

A child's attitude toward school is formed during this first year of formal schooling. If frequent tardiness and absences are permitted by the parent, the child may formulate the opinion that school is not an important event. Parents are encouraged to instill in their child an enthusiasm for school by encouraging regular school attendance. Attendance is reported to parents each six/nine weeks period.

KINDERGARTEN PROCEDURES FOR REPORTING TO PARENTS

1. Kindergarten students will be assessed using the Texas Kindergarten Entry Assessment (TX-KEA), within the first six weeks of school. The students will receive a report card every reporting period beginning the second six weeks.
2. Report cards to parents of kindergarten students must be signed by a parent/guardian and returned to the teacher.

Texas Kindergarten Entry Assessment (TX-KEA)

For the first reporting period, parents will receive a report of the child's results on the TX-KEA. This assessment is a beginning-of-the-year screener to inform teachers and parents of the child's abilities upon the start of the school year. The report will indicate the following categories:

ON TRACK – Your child's performance is developing as expected.

MONITOR – Your child's performance is approaching development; monitor to ensure progress.

SUPPORT – Your child's performance is showing a need for additional support.

Kindergarten Report Card

At the end of the second six-weeks and thereafter, parents will receive a Kindergarten Report Card, based on the assessment of the child's development in the areas of *Language Arts and Reading, Mathematics, Social Studies, Science/Health, Fine Arts, Motor Development* and *Technology*.

Each skill will be marked as follows.

- [NI] Skill has not been introduced.
(Indicates that the skill has not been introduced by the teacher.)
- [E] Emerging
(Indicates that the skill has been introduced, but the child still needs practice to understand.)
- [D] Developed
(Indicates that this skill can be done most of the time, but will still benefit from additional practice.)
- [C] Area of Concern
(Indicates that the skill has not been mastered after multiple attempts and needs your help at home. Recommend conference.)

Parent-Teacher Conferences

Parent-teacher conferences may be scheduled during the year to discuss your child's progress toward program goals in social, emotional, physical, and intellectual areas of development.

Parent-teacher conferences offer both you and the teacher an opportunity to share information about your child. This communication provides insight that helps the teacher and parent design an appropriate educational program for your child.

EVALUATION OF STUDENTS WITH SPECIAL NEEDS

The Individualized Education Program (IEP) developed by the Admission, Review, and Dismissal (ARD) committee for each student who meets eligibility criteria for Special Education services states that responsibility for grade reporting for each Special Education student is as follows:

1. If the content is taught solely in General Education, the grade will be assigned by the General Education teacher.
2. If the content is taught solely by the Special Education teacher, the grade will be assigned by the Special Education teacher.
3. If the content is taught through collaboration between the Special Education and General Education teachers, the grade should be assigned by the teacher who is responsible for the basic instruction of the content unless otherwise specified in the IEP.

The grading period and grading system in General Education will apply unless otherwise specified in the IEP.

As required by law, every Special Education student will receive his/her IEP Progress Report which will accompany the Report Card at your school's designated reporting period (6 weeks or 9 weeks).

PROMOTION OF STUDENTS

The developmental program which is in place in the District strives to meet the needs of young children. The program allows each student to work successfully at his/her instructional level, with teachers determining strategies that enable every child to achieve.

The kindergarten curriculum is designed to emphasize the development of the "whole child" – socially, emotionally, physically, and intellectually. Skills taught in kindergarten are expanded and reinforced in first grade. It is not recommended that children in kindergarten be retained.

KINDERGARTEN REPORT CARDS (SPANISH)

A Spanish version of the Kindergarten Report Card is provided to parents of kindergarten students who prefer to receive information in Spanish.

FORT WORTH ISD PARENT PORTAL

Due to the nature of the kindergarten report card system, information will not be available on the District's Parent Portal. Information is sent home regularly with students.