

A Parent's Guide to Grade Reporting

Pre-Kindergarten

For Use During the 2019.2020 School Year Only



Fort Worth
INDEPENDENT SCHOOL DISTRICT

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To the Parents:

We welcome you and your child to pre-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 pre-kindergarten year. Your child's teacher will share information about observed skills, habits, 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 experiences will be enhanced.

July 2019

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PHILOSOPHY AND PURPOSES OF EVALUATION

The Pre-kindergarten program in the Fort Worth schools was first established in 1968. It continues today in 76 elementary schools and 8 satellite pre-kindergarten campuses as a strong foundational influence in the school experience of many students. The program is based on established and proven principles related to the way children grow and develop.

The Early Learning Department of the Fort Worth Independent School District believes that assessment is ongoing and relates to children's communication, intellectual, physical, creative, and social abilities. Thoughtful assessment of young children can enhance teachers' and parents' understanding of how a child is developing and progressing toward educational program goals. We want to foster 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 include:

- a writing folder containing sample drawings, dictated stories, and creative writing
- teacher-made checklists, charts, and graphs
- teacher observations
- parent conferences
- CIRCLE Child Progress Monitoring (a state-wide Pre-kindergarten assessment) Children engage in purposeful learning experiences in pre-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.
- They are provided with many opportunities to develop communication, intellectual, physical, fine arts, and social skills through teacher-directed, small group, and child-selected activities.
- The children select learning center activities which are meaningful and interesting to them. These centers include: construction center, library/listening center, math/science center, writing center, letter knowledge, creativity center, and pretend/learn center. The children also participate in outdoor games and 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. We encourage parents to instill in their child an enthusiasm for school by bringing them to school consistently and on time. Attendance is reported to parents each six/nine weeks period.

REPORTING TO PARENTS PROCEDURES

1. Pre-kindergarten students will be assessed using the CIRCLE Child Progress Monitoring tool three times during the school year. A parent report of the CPM results will be shared for the first reporting period. The students will receive a report card at the end of each six/nine weeks reporting period beginning the 2nd six/nine weeks.
2. Report cards to parents of pre-kindergarten students must be signed by a parent/guardian and returned to the teacher.

CHILD PROGRESS MONITORING (CPM) PARENT REPORT

For the first reporting period, parents will receive a report of the child's results from the CPM. Children are not expected to show mastery of many of the tasks, as this is a beginning-of-the-year assessment 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.

PRE-KINDERGARTEN REPORT CARD

Parents will receive a Pre-kindergarten Report Card based on the assessment of the child's development in the areas of *Language and Early Literacy, Mathematics, Social Studies, Science/Health, Fine Arts, Motor Skills, and Social/Emotional Development.*

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 your child still needs practice to understand.)
- [D] Developed
(Indicates that your child can do this skill 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 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 developmental level, with teachers having the responsibility of determining strategies that enable every child to achieve.

Pre-kindergarten students are not expected to conform to a rigid curriculum that demands mastery of a specific set of academic skills and concepts before advancing to kindergarten. Pre-kindergarten students are not to be retained per state guidelines (Student Attendance Accountability Handbook, Section VII, 5-1).

PRE-KINDERGARTEN REPORT CARDS (SPANISH)

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

FORT WORTH ISD PARENT PORTAL

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