



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.