

# St. Cecilia Catholic School Guide to Understanding the PK3, PK4, and Kinder Report Cards



## School Mission

Our mission at St Cecilia Catholic School is the ongoing Catholic formation and education of the whole child in mind, heart, and spirit, in preparation for an adult life of commitment and service.

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## What's in the guide?

- Report Card Overview
- Assessment Scale
- PK3, PK4, and Kinder Priority Standards
- Detailed diagram of how to read the report card
- Report Card Glossary
- Frequently asked questions
- Resources and References



# Report Card Overview

The St. Cecilia PK3, PK4, and Kinder Report Card are designed to be effective tools for teachers to use in reporting to parents their child's progress in relation to each grade-level standard. The standards for PK3 and PK4 are aligned to the Texas Prekindergarten Guidelines. The Kindergarten standards are derived from the Archdiocesan Guidebook for Curriculum and Assessment which is aligned to the Texas Essential Knowledge and Skills (TEKS). These learning standards represent what every child should know and be able to do in each subject area by the end of the school year.

Understanding that parents are active participants in the education of their children, teachers work to ensure that effective communication regarding students' academic progress occurs between the school and home. Parents need accurate and meaningful information about their child's strengths and challenges in order to better understand and support learning. Thus, the Report Card Guide is meant to serve as a tool for parents to better understand their child's report card.

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## When will report cards be given:

	PK3	PK4	Kinder
1st Quarter			✓
2nd Quarter	✓	✓	✓
3rd Quarter	✓	✓	✓
4th Quarter	✓	✓	✓

# Assessment Scale for Report Cards

St. Cecilia Catholic School believes that all students progress at different rates and require various levels of teacher support. Therefore, the learning standards highlighted within these report cards will be met by each student at different times throughout a typical school year. The goal is for all students to reach level M, Meeting Expectations, by the end of the year. It is not uncommon to see several D's for Developing Expectations on the report card in the first 3 quarters as students are developing and working to achieve Meeting Expectations by the end of the school year.

**E**

## Exceeding Expectations

Indicates the student **exceeds** grade-level standard

The student has an advanced understanding and exceeds grade-level expectations. A student receiving an "E" demonstrates academically superior skills in that specific area nearly all the time.

This student demonstrates initiative, challenges him or herself and requires no support in demonstrating this advanced knowledge at school. An "E" is very difficult to obtain and indicates unusually high achievement.

**M**

## Meeting Expectations

Indicates the student **meets** the grade-level standard

The student has a proficient understanding most of the time and meets grade level expectations. We want all of our students to reach a level "M". A student receiving an "M" is right on track with our high academic expectations, and his or her achievements are something to be celebrated.

**D**

## Developing Expectations

Indicates the student is **developing** towards the grade-level standard or expectation

The student has a basic understanding some of the time and partially meets grade-level expectations. A student receiving a "D" understands the basic concept or skill, but has not yet reached the proficient level and requires moderate support. A "D" should indicate to parents that their child may need some extra help or extra time to practice/understand that concept or skill.

**B**

## Beginning Expectations

Indicates the student is **beginning** to work toward the grade-level standard or expectation.

The student has minimal understanding and does not meet grade-level expectations. A student receiving a "B" has academic struggles according to our standards and requires considerable support. Interventions may be needed to learn the concepts and stay on track with grade level expectations.

A "/" on the report card simply means that this skill has not been taught and assessed during the marking period. The Report Card will show an "/" in the box to represent a standard not assessed.

# PK3 Priority Standards

Outlined below are the priority standards for PK3 students. These standards are used to guide instructional content and are assessed by teachers to determine each student's progress towards meeting each standard. All standards are considered end-of-year goals for students. This means that students may be developing towards these standards throughout the school year.

## Social and Emotional

- Shows initiative in independent situations and persists in attempting to solve problems and seeks adult help when necessary
- Transitions from one activity to another smoothly
- Follows classroom expectations and routines with occasional reminders from the teacher
- Takes care of and manages classroom materials
- Regulates behavior with occasional reminders
- Sustains attention to personally chosen or teacher-directed tasks until completed
- Remains focused on engaging group activities for up to 10 minutes at a time
- Uses effective verbal and non-verbal communication skills to build relationships with teachers/adults

## Motor Development

### Gross Motor

- Coordinates a sequence of movements to perform tasks
- Demonstrates coordination and balance in isolation

### Fine Motor

- Uses instruments with age-appropriate grasp
- Shows control of tasks that require small-muscle strength and control
- Shows increasing control of tasks that require eye-hand coordination

## Language Arts

### Alphabetic Principle

- Recognizes uppercase and lowercase letters
- Recognizes first name in written form

### Listening Comprehension Skills

- Shows understanding by following two-step oral directions
- Repeats and completes simple rhymes and songs

### Speaking Skills

- Produces clear, understandable speech
- Uses language appropriately for the situation

# PK3 Priority Standards (Continued)

## Mathematics

- Counts to 10
- Counts 4 objects
- Names basic shapes (circle, square, rectangle, and triangle)
- Sorts a group of objects by color and shape
- Copies and extends a simple pattern

## Religion

- Participates appropriately in prayer
- Is reverent and participates in religion class
- Is reverent and participates in liturgy

# How to read the PK3 report card



## St. Cecilia Catholic School

STUDENT: \_\_\_\_\_ TEACHER: \_\_\_\_\_ GRADE: PK3 St. Cecilia Catholic School 2022-2023

Social and Emotional Development				
Quarter	2	3	4	
Shows initiative and persists in attempting to solve problems, seeking adult help when necessary				
Transitions from one activity to another smoothly				
Follows classroom expectations and routines with occasional reminders from teacher				
Takes care of and manages classroom materials				
Regulates behavior with occasional reminders				
Sustains attention to personally chosen or teacher-directed tasks until completed				
Remains focused on engaging group activities for up to 10 minutes at a time				
Uses effective verbal and non verbal communication skills to build relationships with teachers/adults				
Gross and Fine Motor Development				
Quarter	2	3	4	
Coordinates sequence of movements to perform tasks				
Demonstrates coordination and balance in isolation				
Uses instruments with age appropriate grasp				
Shows control of tasks that require small-muscle strength and control				
Shows increasing control of tasks that require eye-hand coordination				
Language Arts				
Quarter	2	3	4	
Recognizes uppercase and lowercase letters				
Recognizes first name in written form				
Shows understanding by following two-step oral directions				
Repeats and completes simple rhymes and songs				
Produces clear, understandable speech				
Uses language appropriately for the situation				
Mathematics				
Quarter	2	3	4	
Counts to 10				
Counts 4 objects				
Names basic shapes (circle, square, rectangle, and triangle)				
Sorts a group of objects by color and shape				
Copies and extends a simple pattern				

Religion				
Quarter	2	3	4	
Participates appropriately in prayer				
Is reverent and participates in religion class				
Is reverent and participates in liturgy				
Ancillaries				
Quarter	2	3	4	
Art				
Music				
Drama				
STREAM				
Physical Education				
Spanish				
	1	2	3	4
Days Absent	0			
Days Tardy	0			

**Knowledge and Skills Performance Indicators Based on End of Year Goals**  
 B = Beginning Grade-Level Expectations  
 D = Developing Grade-Level Expectations  
 M = Meeting Grade-Level Expectations  
 E = Exceeding Grade-Level Expectations  
 / = Not assessed during this quarter

QUARTER 2 COMMENTS:

QUARTER 3 COMMENTS:

QUARTER 4 COMMENTS:

Parent/Guardian Signature \_\_\_\_\_ Principal Signature *Jeff Markham*

The Ancillaries section is a space for ancillary teachers to represent student mastery and participation in ancillary class. Students have a quarterly rotation for Art, Music, Drama, and STREAM. Students will not attend all Ancillaries each quarter. You will see a / if the student did not attend the class during the reporting period. Students attend Spanish 2 times a week for 30 minutes every quarter.

The key describes the letters used to represent student mastery.

The comment section is for teachers to provide more details regarding students areas of strength and opportunities.

# PK4 Priority Standards

Outlined below are priority standards for PK4 students. These standards are used to guide instructional content and are assessed by teachers to determine each student's progress towards meeting each standard. All standards are considered end-of-year goals for students. This means that students may be developing towards these standards throughout the school year.

## Social and Emotional

- Shows awareness of personal space and respects others' personal boundaries
- Shows initiative and persists in attempting to solve problems, seeking adult help when necessary
- Transitions from one activity to another smoothly
- Follows classroom expectations and routines with occasional reminders from the teacher
- Takes care of and manages classroom materials
- Regulates behavior with occasional reminders
- Sustains attention to personally chosen or teacher-directed tasks until completed
- Remains focused on engaging group activities for up to 15 minutes at a time
- Uses effective verbal and non-verbal communication skills to build relationships with teachers/adults

## Motor Development

### Gross Motor

- Coordinates sequence of movements to perform tasks
- Demonstrates coordination and balance in isolation

### Fine Motor

- Shows age-appropriate pencil and scissor grasp
- Shows control of tasks that require small-muscle strength and control
- Shows increasing control of tasks that require eye-hand coordination

## Language Arts

### Motivation-to-Read Skills

- Self-selects books and other written materials to engage in prereading behaviors
- Recognizes that text has meaning

### Alphabetic Principle

- Identifies 26 uppercase letters
- Identifies 26 lowercase letters

### Phonological Awareness

- Recognizes at least 20 distinct letter sounds
- Produces at least 20 distinct letter-sound correspondences
- Identifies and produces simple rhymes
- Segments words into syllables

# PK4 Priority Standards (Continued)

## Language Arts (Cont'd)

### Listening Comprehension Skills

- Shows understanding by following two-step oral directions and usually follows three-step directions

### Speaking Skills

- Uses a wide variety of words to label and describe people, places, things, and actions
- Produces clear, understandable speech
- Demonstrates an understanding of basic English sentence construction and grammar

## Mathematics

- Counts to 30
- Counts 10 objects
- Recognizes 1 to 5 dots immediately
- Reads numerals to 10
- Matches sets and numerals to 10
- Compares sets to 10 by matching them up or counting them
- Knows combinations of 4
- Names basic shapes (circle, square, rectangle, and triangle)
- Uses shapes to complete puzzles, create pictures or larger shapes
- Sorts a group of objects by color and shape
- Uses position words
- Compares objects by length, size, or weight
- Copies and extends a simple and complex color pattern (AB, AABB, AAB, and ABC)

## Science

- Observes, investigates, describes, and discusses properties and characteristics of common objects
- Observes, investigates, describes, and discusses the characteristics of organisms
- Describes life cycles of organisms
- Observes, investigates, describes, and discusses the relationship of organisms to their environments
- Observes, investigates, describes, and discusses earth materials and their properties and uses
- Identifies, observes, and discusses objects in the sky
- Observes and describes what happens during changes in the earth and sky

# PK4 Priority Standards (Continued)

## Social Studies

- Connects their life to events, time, and routines
- Demonstrates that all people need food, clothing, and shelter
- Demonstrates understanding of what it means to be a consumer
- Discusses the roles and responsibilities of family, school, and community helpers
- Identifies and creates common features in the natural environment
- Understands important customs, symbols, and celebrations that represent American beliefs and principles

## Religion

- Participates appropriately in prayer
- Is reverent and participates in religion class
- Is reverent and participates in liturgy
- Recognizes holy images

# How to read the PK4 report card



## St. Cecilia Catholic School

STUDENT: \_\_\_\_\_ TEACHER: \_\_\_\_\_ GRADE: PK4 St. Cecilia Catholic School 2022-2023

Alphabetic Principle												
Upper Case												
A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Lower Case												
a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z
Letter Sounds												
a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

Language Arts				
	Quarter	2	3	4
Identifies 26 uppercase letters				
Identifies 26 lowercase letters				
Recognizes 26 distinct letter sounds				
Produces at least 20 distinct letter-sound correspondences				
Identifies and produces simple rhymes				
Segments words into syllables				
Self-selects books and other written materials to engage in pre-reading behaviors				
Recognizes that text has meaning				

Science				
	Quarter	2	3	4
Observes, investigates describes, and discusses properties and characteristics of common objects				
Observes, investigates, describes, and discusses the characteristics of organisms				
Describes life cycles of organisms				
Observes, investigates, describes and discusses the relationship of organisms to their environments				
Observes, investigates, describes, and discusses earth materials, and their properties and uses				
Identifies, observes, and discusses objects in the sky				
Observes and describes what happens during changes in the earth and sky				

Social Studies				
	Quarter	2	3	4
Connects their life to events, time, and routines				
Demonstrates that all people need food, clothing, and shelter				
Demonstrates understanding of what it means to be a consumer				
Discusses the roles and responsibilities of family, school, and community helpers				
Identifies and creates common features in the natural environment				
Understands important customs, symbols, and celebrations that represent American beliefs and principles				

Teachers will indicate student mastery on the Alphabetic Principle table using a check mark. A check mark signifies a student has mastered the material. Keep in mind these concepts are end of year PK4 expectations.



## St. Cecilia Catholic School

STUDENT: \_\_\_\_\_ TEACHER: \_\_\_\_\_ GRADE: PK4 St. Cecilia Catholic School 2022-2023

Religion				
	Quarter	2	3	4
Participates appropriately in prayer				
Is reverent and participates in religion class				
Is reverent and participates in liturgy				
Recognizes holy images				

Ancillaries				
	Quarter	2	3	4
Art				
Music				
Drama				
STREAM				
Spanish				
Spanish				

	1	2	3	4
Days Absent	0			
Days Tardy	0			

Knowledge and Skills Performance Indicators Based on End of Year Goals				
B = Beginning Grade-Level Expectations				
D = Developing Grade-Level Expectations				
M = Meeting Grade-Level Expectations				
E = Exceeding Grade-Level Expectations				
/ = Not assessed during this quarter				

QUARTER 2 COMMENTS:

The comment section is for teachers to provide more details regarding students areas of strength and opportunities.

The Ancillaries section is a space for ancillary teachers to represent student mastery and participation in ancillary class. Students have a quarterly rotation for Art, Music, Drama, and STREAM. They will not attend all Ancillaries each quarter. You will see a / if the student did not attend the class during the reporting period. Students attend Spanish 2 times a week for 30 minutes every quarter.

The key describes the letters used to represent student mastery.

# Kindergarten Priority Standards

Outlined below are the priority standards for Kindergarten students. These standards are used to guide instructional content and are assessed by teachers to determine each student's progress towards meeting each standard. All standards are considered end-of-year goals for students. This means that students may be developing towards these standards throughout the school year.

## Social and Emotional

- Shows awareness of personal space and respects others' personal boundaries
- Shows initiative in independent situations and persists in attempting to solve problems and seeks adult help when necessary
- Follows classroom expectations and routines with occasional reminders from the teacher
- Takes care of and manages classroom materials
- Regulates behavior with occasional reminders or assistance from the teacher
- Sustains attention to personally chosen or teacher-directed tasks until completed
- Remains focused on engaging group activities for up to 20 minutes at a time
- Uses effective verbal and non-verbal communication skills to build relationships with teachers/adults

## Motor Development

### Gross Motor

- Coordinates a sequence of movements to perform tasks
- Demonstrates coordination and balance in isolation

### Fine Motor

- Uses instruments with age-appropriate grasp
- Shows control of tasks that require small-muscle strength and control
- Shows increasing control of tasks that require eye-hand coordination

## Language Arts

### Oral Language

- Demonstrates understanding of information presented orally
- Communicates ideas effectively through speaking
- Communicates ideas effectively through discussion

### Phonological Awareness

- Demonstrates phonological awareness
- Applies knowledge of letters and sounds while reading and spelling
- Produces sounds for short vowels
- Produces sounds for long vowels
- Produces sounds for most consonants
- Blends letter sounds to decode simple VC and CVC words
- Represents all of the sounds in a Consonant/Vowel/Consonant (CVC) word logically in phonetic spelling (e.g. "kat" for cat or "fer" for fur)

# Kindergarten Priority Standards (Continued)

## Language Arts (Cont'd)

### Reading

- Self-selects texts and interacts independently with text for increasing periods of time
- Reads grade-level texts with fluency
- Uses metacognitive skills to develop comprehension of complex texts
- Recognizes literary elements within literary and informational texts
- Discusses with adult assistance the authors' choices and how they influence meaning
- Describes personal connections to a variety of sources

### Handwriting and Composition

- Expresses self through drawing and writing
- Composes simple sentences that begin with a capital letter and conclude with an end mark
- Dictates or composes texts, including personal narratives, research, opinion, and informational writing
- Uses the writing process to compose texts
- Applies correct letter formation to personal writing

## Mathematics

- Counts to 100
- Counts sets of up to 20 objects
- Identifies number of dots in scatter formation 0-5
- Reads numerals to 20
- Matches sets and numerals to 10
- Compares sets to 20 by matching them up or counting them
- Adds and subtracts within 10
- Identifies 2-dimensional and 3-dimensional shapes by name
- Identifies shapes as 2-dimensional or 3-dimensional
- Compares and describes the difference between two lengths
- Describes the location of objects using position words
- Compares objects by length, size, or weight
- Collects, sorts, and organizes data to create graphs and draw conclusions

# Kindergarten Priority Standards (Continued)

## Science

- Observes and records properties of objects, (bigger/smaller, heavier/lighter, shape, color, and texture)
- Uses senses to explore different forms of energy (light, thermal, and sound)
- Observes and describes the ways that objects can move; observes and describes the location of an object in relation to another
- Observes and describes physical properties of natural sources of water and rocks
- Observes and describes weather changes and objects in the sky
- Examines evidence that living organisms have basic needs
- Sorts plants and animals into groups based on physical characteristics

## Social Studies

- Demonstrates how history helps us predict and plan for future events
- Places events in chronological order
- Locates places at school and describes their relative location
- Identifies how location influences shelter, clothing, food, and activities
- Identifies purposes for having rules and identifies authority figures in the home, school, and community
- Understands important customs, symbols, and celebrations that represent American beliefs and principles
- Identifies basic human needs (food, clothing, and shelter), and jobs within the home, school, and community

## Religion

- Participates appropriately in prayer
- Is reverent and participates in religion class
- Is reverent and participates in liturgy
- Recognizes holy images

# How to read the Kindergarten report card



St. Cecilia Catholic School

STUDENT: \_\_\_\_\_ TEACHER: \_\_\_\_\_ GRADE: K St. Cecilia Catholic School 2022-2023

Alphabetic Principle												
Upper Case												
A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Lower Case												
a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

Phonological Awareness												
Letter Sounds												
a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

Demonstrates Phonological Awareness				
Identifies and produces rhyming words	Recognizes and identifies initial sounds in words	Identifies the words in a spoken sentence	Identifies syllables in spoken words	Blends syllables to form multisyllabic words
Segments words into syllables	Blends spoken onsets and rimes to form simple words	Blends spoken phonemes to form one syllable words	Manipulates syllables within a multisyllabic word	Segments 1 syllable words into individual phonemes

Language Arts Continued				
Quarter	1	2	3	4
Discusses with adult assistance the authors' choices and how they influence meaning				
Describes personal connections to a variety of sources				
Expresses self through drawing and writing				
Composes simple sentences that begin with a capital letter and conclude with an end mark				
Dictates or composes texts, including personal narratives, research, opinion, and informational writing				
Uses the writing process to compose texts				
Applies correct letter formation to personal writing				

Mathematics				
Quarter	1	2	3	4
Counts to 100				
Counts sets of up to 20 objects				
Identifies number of dots in scatter formation 0-5				
Reads numerals to 20				
Matches sets and numerals to 10				
Compares sets to 20 by matching them up or counting them				
Adds and subtracts within 10				
Identifies 2-dimensional and 3-dimensional shapes by name				
Identifies shapes as 2-dimensional or 3-dimensional				

Teachers will indicate student mastery on the Alphabetic Principle and Phonological Awareness table using a checkmark. A checkmark signifies a student has mastered the material. Keep in mind these concepts are end-of-year Kindergarten expectations.



St. Cecilia Catholic School

STUDENT: \_\_\_\_\_ TEACHER: \_\_\_\_\_ GRADE: K St. Cecilia Catholic School 2022-2023

Social Studies				
Quarter	1	2	3	4
Demonstrates how history helps us predict and plan for future events				
Places events in chronological order				
Locates places at school and describes their relative location				
Identifies how location influences shelter, clothing, food, and activities				
Identifies purposes for having rules and identifies authority figures in the home, school, and community				
Understands important customs, symbols, and celebrations that represent American beliefs and principles				
Identifies basic human needs (food, clothing, and shelter), and jobs within the home, school, and community				

Religion				
Quarter	1	2	3	4
Participates appropriately in prayer				
Is reverent and participates in religion class				
Is reverent and participates in liturgy				
Recognizes holy images				

Social and Emotional Development				
Quarter	1	2	3	4
Shows awareness of personal space and respects others' personal boundaries				
Shows initiative and persists in attempting to solve problems, seeking adult help when necessary				
Follows classroom expectations and routines with occasional reminders from teacher				

Gross and Fine Motor Development				
Quarter	1	2	3	4
Coordinates a sequence of movements to perform tasks				
Demonstrates coordination and balance in isolation				
Shows age-appropriate pencil and scissor grasp				
Shows control of tasks that require small-muscle strength and control				
Shows increasing control of tasks that require eye-hand coordination				

Ancillaries				
Quarter	1	2	3	4
Art				
Music				
Drama				
STREAM				
Physical Education				
Spanish				

	1	2	3	4
Days Absent	0			
Days Tardy	0			

B = Beginning Grade-Level Expectations  
 D = Developing Grade-Level Expectations  
 M = Meeting Grade-Level Expectations  
 E = Exceeding Grade-Level Expectations  
 / = Not assessed during this quarter

QUARTER 1 COMMENTS:

The Ancillaries section is a space for ancillary teachers to represent student mastery and participation in class. Students have a quarterly rotation for Art, Music, Drama, and STREAM. They will not attend all ancillaries each quarter. You will see a / if the student did not attend the class during the reporting period. Students attend Spanish every quarter 2 days a week. Each Spanish class is 30 minutes.

The key describes the letters used to represent student mastery.

The comment section is for teachers to provide more details regarding students areas of strength and opportunities.

# Report Card Glossary

**Assessment** refers to all of the materials and procedures used to collect evidence of student achievement, evaluate and record student learning, provide feedback, and report student achievement.

**Conduct** is defined as the frequency with which a student respects other people's opinions, feelings, ideas, and property (i.e., refrains from bullying, name calling, laughing at, making fun of, stealing, etc.); follows classroom expectations (i.e. does not interrupt others while speaking, does not distract or disrupt class, exercises self-control of impulsive behaviors); acts as a positive team member; and acts with kindness and honesty.

**Effort** is defined as the frequency with which a student demonstrates effort in his or her daily work as observed by the teacher: demonstrating persistence and perseverance in his or her work, positively responding to feedback, showing genuine interest and curiosity in learning and growing, participating in class discussion, engaging in learning tasks, turning in all completed classwork and homework assignments on time, and being prepared for class.

**Fine motor skills** are the ability to make movements using the small muscles in the hands and wrists.

**Formative Assessment**, or assessment for learning, happens while learning is still underway. These are the assessments that teachers and students conduct throughout teaching and learning to diagnose student needs, plan next steps in instruction, provide students with feedback they can use to improve the quality of their work, and help students to see where they are going or where they have been, and feel in control of their journey to success. The ultimate goal of formative assessment is to improve students' achievement of intended instructional outcomes (Stiggins).

**Gross Motor skills** are those which require whole body movement and which involve the large muscles of the body to perform everyday functions,

**Ongoing Assessments** are assessments that take place while the learning is still going on. These assessments should be formative in nature.

**Personal Habits** are defined as the frequency with which the student wears the complete uniform and adheres to St. Cecilia grooming and personal appearance expectations, demonstrates organization and neatness in personal belongings (i.e., cubby, desk, locker, backpack, etc.), picks up after oneself, and is on time for all classes.

**Phonemic Awareness** is the ability to notice, think about, and work with the individual sounds (phonemes) in spoken words. Manipulating the sounds in words includes blending, stretching, or otherwise changing words.

**Phonological Awareness** is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets\* and rimes\*\*. Children who have phonological awareness are able to identify and make oral rhymes, can clap out the number of syllables in a word, and can recognize words with the same initial sounds like 'money' and 'mother.'

**Reporting** is the process through which student achievement is formally communicated to parents and other stakeholders.

**Social/Emotional Development** includes the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others.

**Summative Assessment** is the attempt to summarize student learning at the end of a sequence of instruction. It is designed to provide a formal evaluation of student achievement.

\*onset - the consonant or consonant blend at the beginning of a word that precedes the first vowel.

\*\*rime - the string of letters that follow the onset which contains the vowel and any final consonants.

# Frequently Asked Questions and Answers

## **Q: How will my child be assessed regarding progress toward the standard?**

A: Classroom teachers assess both formally and informally throughout each quarter. At these grade levels, ongoing observations provide teachers with information regarding student progress regarding grade level standards. This allows them to adjust instruction as needed.

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## **Q: Is it common for students to have "D's" on the report card?**

A: Yes, it is common for students to have "D's" on the report card. Each child is developing at his or her own rate and at different paces for different skills.

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## **Q: How are the standards on the report card chosen?**

A: The standards for the report card are chosen using the Texas Prekindergarten Guidelines and the Archdiocesan Guidebooks for Curriculum, Instruction, and Assessment.

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## **Q: How can I support my child at home to meet the grade level standards?**

A: The best thing you can do as a parent to support your child is read to them and have conversations with them to develop their oral language skills. For help with additional activities, please use the parent resource websites below.

- [Reading Rockets](#)
  - [Home Reading Helper](#)
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## **Q: How will the teacher support my child if he/she is not meeting the standards?**

A: Teachers use a variety of instructional methods to differentiate instruction for each child. During the school day, students and teachers will be engaged in whole group, small group, and one-to-one activities during which the teacher can tailor instruction to meet your child's needs.

# Resources and References

## Texas Prekindergarten Guidelines <https://tea.texas.gov/pkg.aspx>

The Texas Education Agency (TEA) provides Prekindergarten Guidelines as a means to align prekindergarten programs with the Texas Essential Knowledge and Skills (TEKS). The Texas Prekindergarten Guidelines offer detailed descriptions of expected behaviors across multiple skill domains that should be observed in four- to five-year-old children from the beginning to the end of their prekindergarten experience.

These guidelines are organized into the following ten skills domains:

- |                          |                              |
|--------------------------|------------------------------|
| I. Social/Emotional      | II. Language & Communication |
| III. Emergent Reading    | IV. Emergent Writing         |
| V. Math                  | VI. Science                  |
| VII. Social Studies      | VIII. Fine Arts              |
| IX. Physical Development | X. Technology                |

## Archdiocese of Galveston-Houston Guidebook for Curriculum, Instruction, and Assessments

Catholic Schools in the Archdiocese of Galveston-Houston plan instruction according to the archdiocesan curriculum guides in all academic areas for Kindergarten through Eighth grade.