

## **COMMUNICATING WITH YOUR CHILD'S TEACHER**

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Kindergarten students may not be retained as per Board Policy (Elementary School Promotion, <http://www.cps.edu/Pages/Gettingtothenextgrade.aspx>). If your child is not progressing at the expected level, the school will request a conference.

At this conference, you and the school staff will develop a plan to help your child improve. You must approve the final plan. You may be asked to attend additional conferences, as needed, throughout the year. You may contact the school at any time with questions or concerns about your child's progress in kindergarten.

The teacher may ask for a conference with you by checking the Conference Requested box on the back of the report. The teacher will set a time and date for the conference that is agreeable to both of you. At the conference, you may discuss your child's progress in school and ways to help your child at home. You may also ask about school rules, policies, and procedures. The teacher will record the date the conference was held.

You must sign your child's report card in the space provided to show that you have read it. Above your signature, you may write comments to the teacher. You may ask for a conference with the teacher by checking the Conference Requested box. Return the report card to the teacher as soon as possible.



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Parent and Family Guide to the  
**REVISED REPORT CARD**  
2015-2016

**Kindergarten**

**The Next Generation: Chicago's Children**

Com. No. 192

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## REPORTING

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The Chicago Public Schools Report Card for Kindergarten is issued at the end of each of the four reporting periods. This report card will communicate your child's progress during a reporting period. You are responsible for picking up the report card from your child's teacher at the end of the first and third reporting periods. Your child is responsible for bringing the report card home at the end of the second and fourth reporting periods.

The *new Illinois Learning Standards* is the foundation of our school system's endeavors to raise the expectations and the achievement levels of all our students. Standards tell all involved -students, parents, teachers, administrators- what students need to know and be able to do. They establish expectations for learning for every grade level.

The report card will use narrative comments, performance levels, and marking symbols to share student progress and performance towards the *new Illinois Learning Standards*. Below is an explanation of each reporting method contained in your child's report card.

### LEVEL OF PERFORMANCE

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A numerical Level of Performance has been assigned for each core content area. This number describes your student's progress towards meeting current grade level expectations for a reporting period.

The Levels of Performances are as follows:

Level of Performance	Definition
<b>4 - Exemplary</b>	<i>Student exceeds expectations for this reporting period</i>
<b>3 - Proficient</b>	<i>Student meets expectations for this reporting period</i>
<b>2 - Developing</b>	<i>Student partially meets expectations for this reporting period</i>
<b>1 - Beginning</b>	<i>Student does not meet expectations for this reporting period</i>
<b>/ - Not Assessed</b>	<i>Area was not assessed in this reporting period</i>

## COMMENTS

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Your child's teacher has provided comments highlighting your child's performance in relation to specific core curriculum standards. They may contain important areas of growth as well as areas where your child is still developing or needs additional support.

### MARKING SYMBOLS – Social and Emotional Learning

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Your child grows in work, social, character development, and health and safety habits. Review this section of the report with your child and encourage the development of positive habits and attitudes.

The symbols + , ✓ , - , are used to reflect current levels of student performance in your child's social and emotional learning. The following symbols indicate how consistently your child demonstrates skills in Social and Emotional Learning:

Marking Symbol	Definition
+	student <b>consistently</b> shows this skill
✓	student <b>sometimes</b> shows this skill
-	student <b>rarely</b> shows this skill

### LANGUAGE OF INSTRUCTION

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The report card will indicate the language(s) in which instruction is occurring in Literacy, Mathematics, Social Science, and Science for your child. This section will also indicate the English language supports, if any, your child receives.

### ENGLISH AS A SECOND LANGUAGE

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English Learners (ELs) receive a report on the progress of their English Language Development. A check mark (✓) in the English Learner Program section indicates that your child participates in Developmental Bilingual Education (DBE), Dual Language Education (DLE), Transitional Bilingual Education (TBE), or Transitional Program of Instruction (TPI). For Developmental Bilingual, Dual Language, and Transitional Bilingual Programs, the language of the program is specified. TPI Programs provide instruction in English with English as a Second Language supports. Children who are acquiring a second language in a Dual Language Program receive evaluations in listening and speaking in the target

language, while ELs receive annual evaluations in listening, speaking, reading, and writing in English.

Your child's progress toward meeting the *Illinois English Language Development Standards* and successfully communicating for social and academic purposes is indicated in the English Language Development section. English Language Development is measured in four (4) language domains or areas: listening, speaking, reading, and writing. Your child's teacher has included a comment for each area of English communication. The comments specify what your child can currently produce or understand in English.

### DIVERSE LEARNERS

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In accordance with new federal regulations, students with disabilities will receive the *Individualized Education Program (IEP) Report Card*. This report is a description of your child's progress toward the attainment of IEP benchmarks/goals.

### ATTENDANCE

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Regular attendance and promptness promote success in school. For each reporting period, the teacher records the total number of days absent, the number of unexcused days absent and days tardy (late to school). For each absence and tardy recorded, you must send the teacher a dated and signed note. The school will notify you of unexcused absences.

### TEACHER QUARTERLY OVERVIEW

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In this section the teacher provides information to families about the classroom learning in the current reporting period to create a greater connection between home and school. This information will not be individualized to one individual child but rather representative of the learning for the entire class. This section addresses the general learning of the class in each quarter.