

Learning Behaviors for Success & Social /Emotional Development in Pre-K

Learning Behaviors for Success are the observable behaviors that contribute to your student's success in school, work, and life. They are important qualities in our social curriculum that we feel should be reported to parents. They do not exist in isolation, but are an integral part of the school culture as demonstrated in daily classroom instruction and assessment. Therefore, LBS are rated on the qualities your child displays across all content areas and not just a single discipline.

LEARNING BEHAVIORS FOR SUCCESS	1st	2nd	3rd
SELF-DIRECTED LEARNER: <i>being responsible for his or her own learning</i>			
Works independently and asks for help			
Organizes workplace and materials			
Makes productive use of class time			
COMMUNITY CONTRIBUTOR: <i>understands that it is essential for human beings to work together</i>			
Participates cooperatively & appropriately w/ others to achieve shared goals			

The **social-emotional development** of Pre-Kindergarteners refers to the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others. Many of the social-emotional indicators are embedded in our Learning Behaviors for Success, yet a few additional indicators are specific to our youngest Rockets.

SOCIAL/EMOTIONAL	1st	2nd	3rd
Tells full name and birthday			
Tells parents' first and last name			
Tells how old he or she is			
<small>These areas of social-emotional development include: sharing, listening, and following directions.</small>			

LEARNING BEHAVIORS & SOCIAL/EMOTIONAL DEVELOPMENT KEY:

- C** = Consistently demonstrates
- S** = Sometimes demonstrates
- R** = Rarely demonstrates

Additional Links & Resources

John Rex Charter Elementary School Website:

<http://johnrexschool.org>

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John Rex Curriculum Information:

<https://sites.google.com/johnrexschool.org/parentresources/curriculum-information>

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Oklahoma Academic Standards:

<http://sde.ok.gov/sde/oklahoma-academic-standards>

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A Guide to Your Child's Personalized Pre-Kindergarten Report Card

The John Rex Charter Elementary School Report Card has been designed to reflect your child's uniqueness. Our goal is for each child to become a successful reader, writer, and mathematician. We also want each child to exhibit Learning Behaviors for Success (LBS) and become a self-directed learner, effective communicator, community contributor, complex thinker, quality producer, and an effective & ethical user of technology.



Grading

At John Rex, teachers use information from observations, conferences, and child's actual work to make an assessment against specific learning indicators that describe a child's learning, progress, and understanding. While traditional "letter" grades seem understandable to parents, they only give limited information and often are an average of a child's performance in a subject area rather than reflecting the expected outcome of the academic skills your child should know or be able to do for his grade level by the end of the school year. Our report cards give a grade for each learning indicator, so students receive multiple grades in each subject area. Each grade on the report card represents a skill or standard your child has had the opportunity to learn, so it's a meaningful snapshot of academic achievement.

Personalized Comments

Personalized comments give teachers an opportunity to elaborate on your child's progress with details in regards to learning standards, behaviors, and goals. Teachers capture your child's strengths, needs, and offer suggestions or next steps in learning.

Attendance

Days absent and present listed by number and percentage.

ATTENDANCE	1st Trimester
Total Days in Semester	60
Total Days & Percent Absent	9 15.00%
Total Days & Percent Present	51 85.00%
Total Number & Percent Tardy	2 3.33%

Attendance is essential to school success. This section of the report card is to show students and parents how quickly absences add up. Chronic absences (defined as missing 10% of the school year) can lead to academic difficulties.

Understanding the Pre-Kindergarten Report Card

Our goal is for our Pre-Kindergarteners to have rich experiences in social and academic curriculum that lead to a natural progression of learning. The Pre-Kindergarten Checklist is comprised of skills that children will master as they move through their pre-kindergarten year. The year before Kindergarten is the ideal time for teachers and parents to observe, discuss, and share the early literacy skills and social skills each child possesses and how to foster and build those skills for a stronger start in Kindergarten. Recognizing a child's strengths and early signs of difficulties with learning, responding with appropriate activities and learning experiences, and passing on that information to parents and future teachers are all necessary steps for a child's success in school.

Understanding the Academic Scale

Pre-Kindergarten children are beginning their journey along the learning continuum. The skills in Pre-Kindergarten for literacy and math fold into the developmental indicators on the checklist that we look for our Pre-Kindergartners to achieve.

Teachers use the Academic Scale to report your child's individual progress in achieving grade level expectations in expressive and receptive language, phonological awareness and print knowledge, and mathematics. Four levels of progress are noted (*see table below*). As a reminder, every student progresses at his or her own rate of mastery of the skill/standard. Based upon instruction related to the grade level expectation, the indicator provides information about your student's performance at this reporting period.

M = Meeting or exceeding grade level expectations
P = Progressing – on track for meeting grade level expectations (still in development)
L = Limited Progress (experiencing difficulty; needs time & support)
U = Unsatisfactory (not approaching grade level expectations even w/ time & support)

EXPRESSIVE AND RECEPTIVE LANGUAGE	1st	2nd	3rd
Shares and talks about his/her own experiences in a way that can be understood by most listeners			
Initiates and joins in conversations with adults and children			
Asks questions about how things work in the world around him, for example: "Why do babies cry?"			
PHONOLOGICAL AWARENESS AND PRINT KNOWLEDGE	1st	2nd	3rd
Recognizes and names at least ten letters of the alphabet			
Matches a letter with the beginning sound of a word			
Recognizes rhyming words			
Recognizes letters in his or her own first name			
Begins to write some of the letters in his or her own first name			
MATHEMATICS	1st	2nd	3rd
Counts out loud from one to ten in correct order			
Identifies written numbers from one to ten			
Puts written numerals in order from one to ten: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10			
Counts at least five objects			
Sees the numeral '3' and understands this means three objects (ex. 3 cats)			