

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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John Rex Charter Elementary School
500 W. Sheridan Ave.
Oklahoma City, OK 73102
(405) 587-8100

Revised November 2017

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)			

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Specialized Classes

In **special area classes** (PE, Music, Art), our goal is for your child to consistently demonstrate effort and participation.

Units of study in science and social studies are opportunities for your child to engage in explorations and demonstrate his or her knowledge through a variety of products. Our goal is for your child to engage in the activities and consistently show effort in these opportunities.

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Mathematics & Literacy (Reading/Writing)

The **Developmental Progression of Literacy** is a student's learning progress through stages as they learn to read and write. As your child masters the majority of skills within each stage he/she progresses naturally to the next stage. Please see the stage to the left of the set of skills/behaviors. A student will begin at a particular stage and continue on as they progress. Note that skills left unmarked are either part of a previous stage or a future stage that the student will progress towards. When your child independently and consistently accomplishes the skill, this is evidence that he or she is making progress. On our academic scale, "M", meeting grade level expectations, can also mean meeting the expectations for a particular stage.

The diagram illustrates the connection between developmental stages and achievement levels. On the left, 'Developmental Stages' and 'Stage Descriptors' are linked to a 'READING SKILLS & BEHAVIORS CHECKLIST' for 'EMERGENT STAGE' and 'FOUNDATIONAL LEVEL'. This checklist includes skills like 'Retells stories with beginning, middle, and end' and 'Reads Early Emergent books independently'. To the right, a table shows '1st Trimester ACHIEVEMENT LEVEL' and '1st Trimester EFFORT'. Below this, a 'MATHEMATICS' table shows 'OVERALL ACHIEVEMENT LEVEL in Math' and 'EFFORT in Math' for 1st, 2nd, and 3rd trimesters. Callouts explain that 'Overall Achievement Level' is a cumulative rating of 'below, on, or above level' and 'Effort' is a reflection of the child's attempt to learn.

Mathematics is broken down into topics and skill areas. This allows teachers, parents, and children to celebrate progress of grade level expectations that have been met, as well as which skills are on track or still in development. It also provides important opportunities to identify which skills require more time and support.

Understanding the Academic Scale

Teachers use the Academic Scale to report your child's individual progress in achieving grade level expectations of the state standards in math, reading, and writing. Four levels of progress are noted (*see table below*). The description of each level indicates the level of your student's skill acquisition and the confidence/independence with which your student performs the skill/standard. Every student progresses at his or her own rate of mastery of a standard. Based upon instruction related to the grade level standard, the indicator provides information about your student's performance at this reporting period.

M = Meeting or exceeding grade level expectations	This indicator suggests that your child is consistently and independently meeting all criteria of the grade level expectations at this point in the year. Unless a student demonstrates early acquisition of a skill they would not receive an "M" for the first semester.
P = Progressing – on track for meeting grade level expectations (still in development)	Progressing indicates that your child is on track for meeting the grade level expectation. Many standards are taught and assessed over multiple periods of time. Skills may still be in development and further assessment may be needed.
L = Limited Progress (experiencing difficulty; needs time & support)	This indicator suggests that your child is experiencing difficulty within this skill area and needs extra time and support to achieve the grade level standard. In receiving an "L," please note that this skill is to be continued in your child's learning goals so that he/she can progress and achieve the grade level expectation.
U = Unsatisfactory (not approaching grade level expectations even w/ time & support)	Unsatisfactory indicates that your child is not making adequate progress even with additional time & support. They are struggling to improve in a particular skill area & are on a plan of intervention. Teachers & parents will need to partner together to remediate this skill, including changing how the skill is being presented and additional support at home.