

Teacher Guidelines

Kindergarten Midterm Progress Reports

- Midterm Progress Report documents are delivered by Sheila Zachary and delivered via the printer directly to your school.
- Requests for additional hard copies of documents are to be made to Sheila Zachary (697-4733 EXT. 2255).
- Online versions of Grades 1 and 2 Midterm Progress Reports (English and Spanish versions) are available for download from First Class conference folders

Attendance

Teachers are to access attendance and tardy information through their NCWISE system. Assistance in how to run reports with tardy and attendance information can be obtained by contacting the NCWISE data manager at the school site.

1. Attendance and tardies are recorded year-to-date. In the “Days absent” and “Days tardy” boxes record the total number of days absent/tardy up to the present date.
2. Place a check in the “Areas checked need improvement” section if a student is:
 - missing greater than 8-9% of total school days attended up to that point in the school year (by HCPS Board Policy #405 students must be in attendance a minimum of 164 days out of 180 days during the school year)
 - arriving late on a repetitive basis
 - leaving early on an excessive basis

Reading, Writing, Math, etc.

1. It is the teacher's prerogative to mark reading, writing, and math for the first midterm. All other areas require an “S” or an “N” marking that appropriately describes the student’s progress for the first midterm. However, progress in all of these areas should be shared with parents at a conference before the end of the 1st nine weeks of the school year.
2. An “S” or an “N” marking that appropriately describes the student’s progress in all

areas listed on midterms is required for 2nd, 3rd, and 4th quarter.

3. Markings on midterms should reflect student progress to date. To make the decision about whether a student should receive an “S” or an “N,” the following should be taken into consideration:
 - teacher observation of student progress during reading, writing and math lessons (whole group, small group, one-on-one)
 - notes taken by the teacher during reading or writing conferences with students
 - student work samples
 - completed assessments in language arts or math up to that point in the grading period
4. Teachers need to place an “S” next to “Demonstrates reading skills at expected level” if the student has met the following criterion:
 - Scored “proficient” on all required components of 3D assessment up to that point in time as well as scored “proficient” on any progress monitoring assessments thus far in the current quarter.



F.Y.I. 3D Reading progress monitoring of the TRC assessment does not require a written component and thus may give a higher reading level score than may be scored at the next quarterly benchmark assessment.

5. *If a student receives an “N” in any area, the teacher is required to include a comment addressing the student’s progress*

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Kindergarten Midterm Progress Reports (cont'd.)

either in the blank space on the back of the midterm progress report in the box of the current quarter or the teacher may choose to write a separate note to be sent home with the midterm progress report if more space is needed.

Make a copy of any notes attached to a report card and store them in your classroom records.

- Teachers may write comments on the back of the midterm progress report document as they deem appropriate for students achieving an “S” in any areas addressed on this document.

An updated Kindergarten document is available in the “3D Reading Pilot” conference folder that may be sent home as an accompaniment to the Midterm Progress Report. This document is intended to share mCLASS: 3d Reading Assessment information. This document can be completed by the teacher either by hand or digitally and a hard copy printed out and sent home to parents/guardians. Please see your principal regarding his/her wishes in sending this document to parents.



Back of Midterm

Teachers may write comments or helpful suggestions in the blank space provided for each quarter on back of the midterm progress report.

Parent Conferences

- HCPS teachers should conduct a parent conference by the end of the first nine weeks’ grading period.
- It is recommended that the teacher checks the “teacher requests conference” box if a student is performing below grade level in any subject area at any point in the school year.
- When midterms are returned, teachers need to check to see if a parent has requested a conference and then follow-up promptly regarding that request. If the teacher requested a conference, contact the parent promptly and schedule a meeting.
- It is recommended that teachers document **ALL attempts** that are made to conference with parents/guardians. This includes phone conversations and notes sent home.

Recommendation: Make a copy of midterms after all progress information has been recorded before sending them home with students in case any of the documents are not returned to school.



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Attendance

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1. Attendance and tardies are recorded year-to-date. In the “Days absent” and “Days tardy” boxes record the total number of days absent/tardy up to the present date.
2. Place a check in the “Areas checked need improvement” section if a student is:
 - missing greater than 8-9% of total school days attended up to that point in time in the school year (by HCPS Board Policy #405 students must be in attendance a minimum of 164 days out of 180 days during the school year)
 - arriving late on a repetitive basis
 - leaving early on an excessive basis
3. Mark the “Grade placement for Next Year” at the end of 4th quarter.

Development Skills and Personal/Social/Work Habits

If an “N” is recorded, the teacher is required to make a comment in either the space on the back of the report card or to write a note to include with the report card. If an “S” is recorded, teachers are not required to write a comment on the back of the report card but they may choose to record any comments deemed appropriate in order to convey assessment information to parents.

1. In the “Reading/Writing” and “Math” sections of the kindergarten report card there are shaded areas. These areas are shaded to align with when assessments are administered during the school year. When shaded, an area is not assessed that quarter.
2. Items that are not asterisked (*) are assessed each quarter regardless of whether a student receives an “S” or an “N” in a previous quarter.

Reading

During the first nine weeks of the school year, HCPS teachers should conference with parents. During that conference parents need to be given an explanation of how their child will be assessed in reading including:

- what the 3D Literacy benchmarks (BOY, MOY, and EOY) are as well as HCPS quarterly expectations
- how reading assessments are scored

Kindergarten students are expected to achieve at the following reading levels during the school year:

MOY = PC
4th quarter = reading level B or C

Teachers need to place an “S” under the “Reading” section of the report card next to “Demonstrates reading skills at expected level” if the student has met the following criteria:

- Scored “proficient” on all components of 3D assessment for the designated quarter of his/her assigned grade level.

Note: See p. 8 of this notebook for additional information on quarterly report card requirements.

If an “N” is recorded, the teacher is required to make a comment in either the space on the back of the report card or to write a note to include with the

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Kindergarten Report Cards (cont'd.)

report card. If an “S” is recorded, teachers are not required to write a comment on the back of the report card, but they may choose to record any comments deemed appropriate in order to convey assessment information to parents.

Make a copy of any notes attached to a report card and store them in your classroom records.

An updated document is available in the “3D Reading Pilot” conference folder that may be sent home as an accompaniment to the Kindergarten Report Card. This document is intended to share mCLASS: 3D Reading Assessment information. This document can be completed by the teacher either by hand or digitally and a hard copy printed out and sent home to parents/guardians. Please see your principal regarding his/her wishes in sending this document to parents.

Writing

During the first nine weeks of the school year, HCPS teachers should conference with parents. During that conference parents need to be given an explanation of how their child will be assessed in writing each quarter including:

- what each rubric score means
- the objectives that are included in “content” and in “conventions”
- rubric score expectations per grading period

A copy of the rubric should be given to parents to take home as a reference (A copy of the English version of the writing rubric is in the K-2 Literacy Assessment Notebook. The rubric can be downloaded in Spanish or English from the Kindergarten teachers’ conference folders on First Class).

Kindergarten students are expected to obtain the following writing rubric scores during the school year (detailed information about rubric scoring criteria is in the K-2 Literacy Assessment notebook):

1 st quarter	=	Rubric Score 1
2 nd quarter	=	Rubric Score 2
3 rd quarter	=	Rubric Score 2.5
4 th quarter	=	Rubric Score 3

If a student obtains the rubric score designated for each quarter, s/he receives an “S” in the box for the current quarter under **“Writing”** aligned with **“Demonstrates writing skills at expected level.”** If a student does not meet these quarterly requirements s/he receives an “N” in the box for the current quarter under “Writing” aligned with “Demonstrates writing skills at expected level.”

If an “N” is marked, the teacher is required to make a comment in either the space on the back of the report card or to write a note to include with the report card. If an “S” is marked, teachers are not required to write a comment on the back of the report card but they may choose to record any comments deemed appropriate in order to convey assessment information to parents.

Make a copy of any notes attached to a report card and store them in your classroom records.

This area of the report card is for recording assessment information regarding writing **not handwriting**. Assessment information pertaining to handwriting is documented in the “Developmental Skills” area of the report card.

If an “N” is recorded, the teacher is required to make a comment in either the space on the back of the report card or to write a note to include with the report card. If an “S” is recorded, teachers are not required to write a comment on the back of the report card but they may choose to record any comments deemed appropriate in order to convey assessment information to parents.

Make a copy of any notes attached to a report card and store them in your classroom records.

Math

1. During the first nine weeks of the school year, HCPS teachers should conference with parents. During that conference parents need to be given an explanation of how their child will be assessed in math including:

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Kindergarten Report Cards (cont'd.)

- how assessments are scored (1-4 points; show the rubric scoring choices on the math profile and a sample of a task sheet from the math assessment notebook if it is appropriate)
 - how rubric scores are totaled
 - how the sum of rubric scores from the math profile needs to fall within the range listed on the report card in order for their child to be achieving on grade level each quarter
1. An “S” or an “N” is recorded in this section based on information from the kindergarten math profile. A student receives an “S” for an objective if s/he scores a “3” or higher for that item as evidenced on the Kindergarten Math Profile. A student receives an “N” for an objective if s/he scores below a “3” for that item as evidenced on the Kindergarten Math Profile.
 2. Asterisked items are skill/objectives that when mastered are not reassessed again during the school year. If an item is asterisked (*) record the following the first time the skill/objective is assessed:

“S” = if the student meets the benchmark (EX: scores a “3” in “counts objects [0-10]” for 1st quarter. If the student attains the benchmark then an “S” is placed in the “Math” section aligned with “counts objects (0-10)”. This skill will not be assessed again and no other markings will be placed in the box aligned with this skill in quarters 2-4. *(See the asterisked (*) information provided to parents at the top of the report card regarding this issue.)*

“N” = if the student does not meet the benchmark for an assessment (EX: scores a “2” in “counts objects [0-10]” for 1st quarter.) If the student obtains a score of “2” on this item, then an “N” is placed in the “Math” section aligned with “counts objects (0-10)”. This skill will be assessed again and a marking will be placed in the 2nd quarter box for this skill. If the student attains a score of “3” on “counts objects (0-10)” 2nd quarter (meeting the Benchmark), then s/he receives an “S” for this skill and it will no longer be assessed in quarter 3 or 4. If the student does not attain a score of “3” for this objective, then s/he will continue to be

assessed for mastery of this skill until an “S” is recorded on the report card or until the last grading period of the school year occurs.

Make a copy of any notes attached to a report card and store them in your classroom records.

3. The six bolded skills/objectives included in the 4th quarter column actually represent items from the kindergarten summative math evaluation. The summative evaluation is a separate assessment from the 4th quarter assessment.

If an “N” is recorded for an objective/skill, the teacher is required to make a comment in either the space on the back of the report card or to write a note to include with the report card. If an “S” is recorded, teachers are not required to write a comment on the back of the report card but they may choose to record any comments deemed appropriate in order to convey assessment information to parents.

Recommendation: Make a copy of report cards after all progress information has been recorded before sending them home with students in case any of the documents are not returned to school.

Back of Report Card

In the blank space, teachers may record comments or helpful suggestions regarding a student’s progress.

Parent Conferences

1. All HCPS K-5 teachers should conference with parents by the end of the first nine weeks.
2. It is recommended that the teacher check the “teacher requests conference” box if a child is performing below grade level expectations in any subject area at any point in the school year.
3. When report cards are returned, teachers need to check to see if a parent has requested a conference and then follow-up promptly regarding that request. If the teacher requested a conference, contact the parent promptly and schedule a meeting.
4. It is recommended that teachers document **ALL attempts** that are made to conference with parents/guardians. This includes phone conversations and notes sent home.

Teacher Guidelines

1st and 2nd Grade Midterm Progress Reports

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Attendance

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1. Attendance and tardies are recorded year-to-date. In the “Days absent” and “Days tardy” boxes record the total number of days absent/tardy up to the present date.
2. Place a check in the “Areas checked need improvement” section if a student is:
 - missing greater than 8-9% of total school days attended up to that point in the school year (by Board Policy #405 students must be in attendance a minimum of 164 days out of 180 days during the school year)
 - arriving late on a repetitive basis
 - leaving early on an excessive basis

Reading, Writing, Math, etc.

1. Place a check mark next to the blank that appropriately describes the student’s progress to the current midterm grading period in reading, writing and math. Notice that the midterm does not require you to record reading levels, writing rubric scores or math rubric scores. You are conveying to parents whether their child is “above, at, or below grade level” at midterm. To make the decision about whether a student is achieving “above, at, or below grade level” the following could be taken into consideration:
 - teacher observation of student progress during reading, writing, and math lessons (whole group, small group, one-on-one)
 - notes taken by the teacher during reading or writing conferences with students
 - student work samples

- assigned projects (EX: independent, cooperative team, whole class, grade level)
 - completed assessments in language arts or math up to that point in the grading period
2. Teachers need to place a check mark (✓) indicating the student’s reading ability as “below grade level,” “on grade level,” or “above grade level” according to the following criterion:

On Grade Level (expected grade level)

Student must have scored “proficient” on all required components of 3D reading assessment up to that point in time as well as scored “proficient” on any progress monitoring assessments thus far in the current quarter of his/her assigned grade level.

F.Y.I. 3D reading progress monitoring of TRC does not require a written component and thus may give a higher reading level score than may be scored at the next quarterly benchmark assessment.

Above Grade Level

- Student must have scored at least “proficient” on all required components of 3D reading assessment up to that point in time and have scored at least “proficient” on any progress monitoring assessments thus far in the current quarter of his/her assigned grade level
- and**
- Be reading at least 1 TRC level above the highest reading level designated on the report card for the current quarter of his/her assigned grade level.
3. If a check mark is placed next to “below grade level” in reading, writing, or math, the teacher will also need to indicate whether the student is “showing progress” or “not showing progress” by placing a check mark next to one of those two choices.

Teacher Guidelines

1st and 2nd Grade Midterm Progress Reports (cont'd.)

If a student is achieving “below” grade level, the teacher is required to include a comment addressing the student’s progress either in the blank space at the bottom of each curriculum area’s box or on the back of the midterm progress report document in the box of the current quarter. The teacher may also choose to write a separate note to be sent home with the midterm progress report if more space is needed.

- There is some open space at the bottom of each curriculum area box and on the back of the midterm progress report document. Teachers may comment in these areas as they deem appropriate for students achieving “at” or “above grade” level.

Areas Checked Needs Improvement

Leave all areas blank in this section unless the child is not meeting the requirements in a particular area. If a teacher places a check mark in any box in this area, then s/he needs to record a comment related to this check mark on the back of the midterm.

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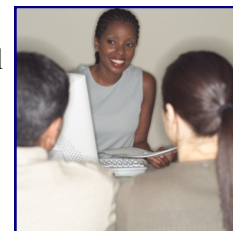


Back of Midterm

Teachers may write comments or helpful suggestions in the blank space on back of the midterm progress report.

Parent Conferences

- Teachers should conduct a conference by the end of the first nine weeks’ grading period.
- It is recommended that the teacher check the “teacher requests conference” box if a child is performing “below” grade level in any subject area at any point in the school year.
- When midterms are returned, teachers need to check to see if a parent has requested a conference and then follow-up promptly regarding that request. If the teacher requested a conference, contact the parent promptly and schedule a meeting.
- It is recommended that teachers document **ALL attempts** that are made to conference with parents. This includes phone conversations and notes sent home.



Recommendation: Make a copy of midterms after all progress information has been recorded before sending them home with students in case any of the documents are not returned to school.

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 - arriving late on a repetitive basis
 - leaving early on an excessive basis
3. Mark the “Grade placement for Next Year” at the end of 4th quarter.

Reading

1. During the first nine weeks of the school year, HCPS K-5 teachers should conference with parents. During that conference parents need to be given an explanation of how their child will be assessed in language arts including:
 - The BOY/MOY/EOY 3D Reading benchmark scores, as well as HCPS quarterly expectations
 - how reading assessments are scored

2. Teachers need to place a check mark (✓) indicating the student’s reading ability as “below grade level,” on “on grade level,” or “above grade level” according to the following criterion:



On Grade Level (expected grade level)

- Student must score “proficient on all required components of 3D assessment for the designated quarter of his/her assigned grade level.

F.Y.I. 3D reading progress monitoring of the TRC assessment does not require a written component and thus may give a higher reading level score than may be scored at the next quarterly benchmark assessment.

Above Grade Level

- Student must score at least “proficient” on all required components of 3D assessment for the designated quarter of his/her assigned grade level
- and**
- Score at least one TRC level above the highest reading level designated on the report card for the current quarter of his/her assigned grade level.

See [p. 9-10](#) of this notebook for additional information on quarterly report card requirements.

3. Teachers need to place a check mark beside “needs improvement” if a student obtained a low score/did not meet the quarterly expectation on any assessments:



Teacher Guidelines

1st and 2nd Grade Report Cards (cont'd.)

If “needs improvement” is marked, the teacher is required to make a comment in either the space in the “Reading” box on the back of the report card or place a check mark in the “notes attached” section of the “Reading” box and write a note to include with the report card. If “needs improvement” is not checked, teachers are not required to record comments in this section but they may choose to record any comments deemed appropriate in order to convey assessment information to parents.

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Make a copy of any notes attached to a report card and store them in your classroom records.

Writing

1. During the first nine weeks of the school year, HCPS K-5 teachers should conference with parents. During that conference, parents need to be given an explanation of how their child will be assessed in writing each quarter including:
 - what each rubric score means
 - the objectives that are included in “content” and in “conventions”
 - rubric score expectations per grading period

A copy of the rubric should be given to parents to take home as a reference (A copy of the English version of the writing rubric is in the K-2 Literacy Assessment Notebook. The rubric can be downloaded in Spanish and/or English from 1st and 2nd grade teachers’ conference folders on First Class).

2. Teachers need to place a check mark beside “needs improvement” in the “Writing” box for the designated quarter if a student:
 - did not meet the quarterly expectation on the writing rubric

OR

 - the student did not demonstrate proficiency on an item(s) in the area of the writing rubric that is of concern to the teacher

If “needs improvement” is marked, the teacher is required to make a comment in either the space in the “Writing” box, make a comment on the back of the report card or place a check mark in the “notes attached” section of the “Writing” box and write a note to include with the report card. If “needs improvement” is not checked, teachers are not required to record comments in this section but they may choose to record any comments deemed appropriate in order to convey assessment information to parents.

Make a copy of any notes attached to a report card and store them in your classroom records.

3. This area of the report card is for recording assessment information regarding writing *not handwriting*. Assessment information pertaining to handwriting is documented at the bottom of the report card.

Math

1. During the first nine weeks of the school year, HCPS K-5 teachers are required to conference with parents. During that conference parents need to be given an explanation of how their child will be assessed in math including:
 - how assessments are scored (1-4 points; show the rubric scoring choices on the math profile and a sample of a task sheet from the math assessment notebook if it is appropriate)
 - how these rubric scores are totaled
 - how the sum from the math profile needs to fall within the range listed on the report card in order for their child to be achieving on grade level each quarter

Teacher Guidelines

1st and 2nd Grade Report Cards (cont'd.)

If “needs improvement” is marked, the teacher is required to make a comment in either the space in the “Math” box, make a comment on the back of the report card or place a check mark in the “notes attached” section of the “Math” box and write a note to include with the report card. If “needs improvement” is not checked, teachers are not required to record comments in this section but they may choose to record any comments deemed appropriate in order to convey assessment information to parents.

Make a copy of any notes attached to a report card and store them in your classroom records.

Citizenship

Areas in this section are left blank if a student is meeting expectations in these areas. Only place a check mark in areas that need improvement. *If “needs improvement” is marked, the teacher is required to make a comment either on the back of the report card or write a note to include with the report card.*

Handwriting, Health, Science, Social Studies

These areas are left blank unless improvement is needed. Only place a check mark in areas that need improvement. *If “needs improvement” is marked, the teacher is required to make a comment either on the back of the report card or write a note to include with the report card.*

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Back of Report Card

In the blank spaces designated for each quarter, teachers may record comments or helpful suggestions regarding a student’s progress.

Parent Conferences

1. All HCPS K-5 teachers should conference with parents by the end of the first nine weeks.
2. It is recommended that the teacher check the “teacher requests conference” box if a child is performing “below” grade level in any subject area at any point in the school year.
3. When report cards are returned, teachers need to check to see if a parent has requested a conference and then follow-up promptly regarding that request. If the teacher requested a conference, contact the parent promptly and schedule a meeting.
4. It is recommended that teachers document **ALL attempts** that are made to conference with parents. This includes phone conversations and notes sent home.

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