

# Revised Early Learning Report Card: A Clearer Picture of Your Child's Academic Progress



**TOMBALL ISD**

Tomball ISD strives to continuously improve teaching and learning for the students we serve.

Parents and families are true partners in this process, and we want to ensure that we are in constant communication about each child's academic progress. Parents need accurate and meaningful information regarding their child's strength and opportunities for targeted support when needed, especially for our youngest learners.

In response, Tomball ISD has revised our Pre-Kindergarten, Kindergarten and First Grade report cards to be better communication tools for parents.

THROUGH THE REVISED  
EARLY LEARNING REPORT  
CARDS, PARENTS WILL BE  
WELL-EQUIPPED TO HELP  
STUDENTS AT HOME AS  
THEY PROGRESS TOWARD  
KEY GRADE LEVEL TARGETS.



# LEARNING PROGRESSION

1

## Needs Support

Student is in the initial stages of mastering the skills for this standard and requires support.



2

## Approaching

Student is beginning to understand mastery of the skills for this standard but still requires support and coaching.



3

## Proficient

Student has demonstrated mastery of the skills for this standard and can apply the skills independently.



## Understanding the Revised Early Learning Report Card

In the past, students in Kindergarten received an E, S or N to indicate whether or not they had mastered the Texas Essential Knowledge and Skills. The new levels of learning will move from a letter grade to a level of proficiency.

First graders received numerical scores that offered general information, but didn't clearly indicate exactly where students were in their learning journey. In our revised report card, both parents and students are aware of clear learning goals and when that target should be mastered during the progression of learning throughout the year.

Grades on traditional report cards often contained a combination of averages, work habits and participation. Our revised report cards focus on

documenting learning by each standard or learning target. We understand that our youngest students are just learning all of the procedures and behavior expectations, so work habits and social skills will be documented in its own section of the report card.

**You will likely see more 1s earlier in the year and 3s later as the learning naturally progresses.**

The grade level target for each learning standard is a 3. When a 3 has been earned, the student has met or exceeded the grade level expectations for that learning strand. While some learning strands are expected to be mastered early in the year, many of the standards do not have mastery expectations until

the end of the school year. Some areas of the report card will be shaded, indicating that the standard has either not been introduced to students yet or is not yet ready for formal assessment. You will likely see more level 1 indicators on the report card early in the year and level 3 indicators later in the year as the learning naturally progresses throughout the school year.

To help you better understand, we have included a sample report card with some explanations of what you will be seeing. We have also added a Frequently Asked Questions section to our website, as well as a place to submit your own questions. [www.tomballisd.net/rrc/](http://www.tomballisd.net/rrc/)

# BENEFITS OF THE REVISED EARLY LEARNING REPORT CARD

## For Students

- Learning targets are clearly defined and aligned to the Texas Essential Knowledge and Skills standards
- Students are offered multiple opportunities and learning pathways to demonstrate proficiency
- Students monitor their own progress toward mastery of essential learning
- Students receive specific and timely feedback for each learning target



**Before:** “My teacher ‘gave me’ a 75.”

**After:** “I need to work on using measurement to describe length.”

## For Parents

- Grades are less mysterious and have more meaning
- Parents are aware of exactly what their child knows, is able to do, and next steps for progress
- Know what areas of learning their child needs more support and which areas their child is excelling
- Parents are empowered to increase their child’s confidence and help their students achieve their learning goals



**Before:** The parent sees a grade 80% on assignment and wonders ‘what was the 20% they missed?’

**After:** The parents are able to identify skills met toward standard and which are still developing.

## For Teachers

- Teachers know exactly where students are in their progression toward mastering learning targets and what supports need to be provided
- Teachers are more equipped to communicate where each student is in their learning journey by name, need, standard and strength
- Assessment results help teachers determine when students need extra help and when they need to engage in a more challenging level of learning



**Before:** By reporting one grade per subject, the teacher often felt it was an incomplete picture of the learning that had taken place.

**After:** The teacher is more equipped to identify and communicate where each student is on the learning progression.

## How Does the Revised Early Learning Report Card Differ from Traditional Grading?

Our early learning report card will measure a student’s mastery of grade-level standards by prioritizing the most recent, consistent level of performance. Traditionally, multiple attempts in learning have been averaged, and not clearly communicating where the student ended up in the learning progression. Instead of averaging learning into a percentage, our new reporting tool will clearly and accurately explain to parents exactly where their child is in the learning.

**The Early Learning Report Card will measure a student’s mastery of grade-level standards by prioritizing the most recent, consistent level of performance.**

## WANT TO KNOW MORE?

[www.tomballisd.net/rrc/](http://www.tomballisd.net/rrc/)

Please don’t hesitate to reach out to your child’s teacher or reference the district website.

On the website you can access links to parent guides by grade level, which show a more in-depth look as to how subjects are evaluated.

We look forward to working together to provide you and your child with the best possible knowledge and tools to be successful in Tomball ISD and beyond.

Language and Literacy	1	2	3	4
Phonics/Phonological Awareness: Identifies letter names				
Phonics/Phonological Awareness: Identifies letter sounds				
Phonics/Phonological Awareness: Distinguishes orally presented rhyming pairs from non-rhyming pairs of words				
Phonics/Phonological Awareness: Orally generates rhymes				
Phonics/Phonological Awareness: Identifies syllables in spoken words				
Phonics/Phonological Awareness: Blends spoken onsets and rhymes				
Phonics/Phonological Awareness: Blends spoken phonemes (letter sounds) into words				
Phonics/Phonological Awareness: Segments spoken words into Phonemes (letter sounds)				
Phonics/Phonological Awareness: Uses knowledge of letter-sound relationships to decode words (CVC words 3rd nine weeks and CCVC/CVCC 4th nine weeks)				
Phonics/Phonological Awareness: Recognizes the new words are created when letters are changed, added, or removed				
Reading: Reads on level				
Reading: Comprehends literary texts by talking about characters, setting, and key events heard or read.				
Reading: Comprehends informational text by identifying topic and details heard or read				
Reading: Identifies high frequency words				
Writing: Writes or dictates to tell a story or communicate information				
Writing: Revises end edits drafts by adding details/sentences				
Oral and Written Conventions: Speaks in complete sentences to communicate				
Oral and Written Conventions: Writes legibly; uses appropriate capitalization, punctuation, and spacing				
Oral and Written Conventions: Uses letter and sound knowledge to spell words				

Mathematics	1	2	3	4
Reads numbers to 1st 1-5; 2nd 1-10; 3rd 1-20				
Writes numbers to 1st 1-5; 2nd 1-10; 3rd 1-20				
Identifies the number associated with a collection of objects 1st 1-5; 2nd 1-10; 3rd 1-20				
Identify and describe 2D shapes				
Identify and describe 3D shapes				
Compares and generates a set of objects more/less/equal 2nd (1-10); 3rd (1-20)				
Composes numbers to 10				
Decomposes numbers to 10				
Collects, sorts, and organizes data to create graphs and draw conclusions				
Compares written number to 20 as more/less/same				
Generate a number that is 1 more/1 less than a given number				

Physical Activity/Health: Understands the value of physical activity relating to overall health; understands that physical activity creates opportunities for enjoyment and challenge				
Behavior Learning Targets: Demonstrates responsibility, respect for others, self control, and readiness to learn				

Behavior Learning Targets	1	2	3	4
Demonstrate responsibility				
Demonstrate respect for others				
Demonstrate self control				
Demonstrate readiness to learn				

Recites numbers to 100 by 1's				
Recites numbers to 100 by 10's				
Compares objects by length, capacity, and weight				
Solves problems finding sums to 10				
Solves problems finding differences to 10				

Science	1	2	3	4
Identifies and records physical properties of objects				
Use the senses to explore different forms of energy such as light, thermal, and sound				
Observe and describe ways objects move				
Compare Earth's materials (rocks, soil, water)				

Social Studies	1	2	3	4
Identify purposes of rules				
Explains the difference between wants and needs				
Identifies important symbols, customs, and responsibilities that represent American beliefs and principles				
Use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow				

Art	1	2	3	4
Observation/Perception: Develops visual literacy by applying the elements of art and principles of design				
Creative Expression: Uses the imagination to create original artwork				
Historical/Cultural Relevance: Uses art history to understand various traditions and cultures				
Critical Evaluation and Response: Responds to artwork of self and others; expresses thoughts appropriately				
Behavior Learning Targets: Demonstrates responsibility, respect for others, self control, and readiness to learn				

Music	1	2	3	4
Music Literacy: Describes and analyzes musical sound				
Creative Expression/Performance: Performs a varied repertoire of developmentally appropriate music				
Historical/Cultural Relevance: Examines music and its relationship to history and culture				
Critical Evaluation and Response: Listens to, responds to and evaluates music and musical performances				
Behavior Learning Targets: Demonstrates responsibility, respect for others, self control, and readiness to learn				

Physical Education	1	2	3	4
Movement: Demonstrates competency in fundamental movement patterns; exhibits developmentally appropriate fine and gross motor skills				



**School Year: 2018-2019**

**Campus Name:**

**Street Address**

**City, ST Zip**

**Principal:**

**Student:**

**Student Grade: KG**

**Student ID:**

**Homeroom Teacher:**

Attendance	M1	M2	M3	M4
Days Absent	0	0	0	0

#### \* Report Card Reading Definitions

- 3** Proficient - Student has fully demonstrated proficiency and skill application for the current target for this marking period
- 2** Approaching - Student has demonstrated partial proficiency in the expected skills.
- 1** Needs Support - Student has demonstrated little or no evidence of proficiency or outcomes.

Parent Signature