

Understanding Your Child's Progress: A Guide for Pre-Kindergarten Parents 2025- 2026

CHARACTERISTICS OF A SUCCESSFUL LEARNER

Exhibit trustworthiness

In CCISD, successful learners act with honesty, integrity, and loyalty. "Exhibit trustworthiness" means each student understands the importance of telling the truth, being reliable, and honoring commitments to self and others.

Demonstrate respect for others

In CCISD, successful learners use kind words, listen with an open-mind, resolve conflict peacefully, and value diversity. "Demonstrate respect for others" means each student understands the importance of unconditional acceptance of self and others.

Demonstrate self-direction and responsibility

In CCISD, successful learners come prepared, participate, and accept personal ownership of their actions. "Demonstrate self-direction and responsibility" means each student understands the impact of personal choices and actions on self and others.

Display fairness and cooperation

In CCISD, successful learners play by the rules and share with others. "Display fairness and cooperation" means each student understands the importance of considering the feelings and needs of others and being inclusive of all.

Care for others

In CCISD, successful learners help others, show empathy, and display tolerance. "Care for others" means each student understands the importance of kindness and empathy toward self and others.

Demonstrate citizenship

In CCISD, successful learners contribute to the well-being of their home, school, community, and country. "Demonstrate citizenship" means each student understands the importance of volunteerism and collaboration in achieving personal and communal goals.

EXPLANATION OF THE SYSTEM

A standards-based report card communicates a learner's proficiency level as he/she progresses toward meeting state and district standards. Learning standards are the academic skills your child should know or be able to do by the end of the school year. Standards-based grading is one way for CCISD to ensure that learners are prepared for the next grade level. Standards-based report cards give a grade for each learning goal, so learners receive multiple grades in each subject area. Behavior and work habits, referred to as "Characteristics of a Successful Learner," are graded separately to provide an accurate picture of your child's academic achievement.

CCISD has moved to the standards-based grading system in an effort to give students and parents more information about the areas in need of improvement. The traditional grading system combines many elements – test scores, quizzes, completed homework, classroom participation, extra credit – and averages the grading period's work into a percentage that correlates to a letter grade. The CCISD standards-based learning system is designed to identify specific learning gaps and academic needs, allowing learners, teachers, and parent time to work together to enable progress.

On the CCISD report card, there is a scale with descriptors to denote levels of achievement:

- 1 – Developing proficiency
- 2 – Approaching grade level standard
- 3 – Meets grade level standard
- 4 – Exceeds grade level standard

For each nine week you will see *district targets* and your child's progress. The ***district target*** lets you know at what level students are expected to be performing. The nine week columns let you know exactly where ***your*** child is performing on that standard. If the district target and student progress are the same, your child is performing exactly as they should. If your student's progress is slightly lower, learning progression information in this Guide will be used to help identify specific areas in which to work. Each teacher will also be reviewing these progressions with the same goal in mind. If your child's progress is higher than the district target, your child is performing "above level" for that standard.

Student ownership of learning is very important in CCISD. This system allows for each learner to make choices, set goals, and drive their own learning, with a constant focus on the grade level standards. By the end of the school year, level 3 - meets grade level standard - is the target for every learning standard.

PK-4 SOCIAL EMOTIONAL DEVELOPMENT

1. Self Awareness

1	Nine Weeks Target	Priority Topic: Self Awareness Introduced: 1st Nine Weeks
4		Remains in their personal space alongside others, transitions around the school and outside of the classroom environment (i.e. Block, assemblies, recess)
3	4 th	Remains on task for 20 minutes during whole group teacher directed learning while maintaining personal space with peers
2.5	3 rd	Able to stay in their personal space alongside small group (3 or more students) during table time for 15 minutes
2		Able to stay in their personal space alongside 1-2 peers during teacher chosen activities for 10 minutes
1.5	2 nd	Able to stay in their personal space alongside 1-2 peers during student chosen activities for 5 minutes
1	1 st	Knows designated areas throughout daily activities (i.e. carpet, table, cafeteria, hallway) and is able to transition to engage in simple routine tasks.
.5		With help, demonstrates a partial understanding of the 1.0 content

This first progression is working on students learning "how" to learn. We will focus on students understanding their classroom environment, how to maintain appropriate personal space and remaining on task during activities. The overall target is to have students remain on task for a 20-minute whole group teacher directed activity alongside peers.

2. Relationships with Others

2	Nine Weeks Target	Priority Topic: Relationships with Others Introduced: 1st Nine Weeks
4		Shows flexibility and problem-solving skills throughout the day when changes occur in the schedule or during conflict with peers
3	4 th	Follows 2-3 teacher directions with occasional verbal reminders in all school settings
2.5	3 rd	Follows 2- step directions in play scenarios/games with peers
2		Assists with classroom jobs and cleanup by being responsible and following classroom routines/procedures.
1.5	2 nd	Appropriately uses and takes care of classroom materials to utilize materials for their intended purpose
1	1 st	Following simple routine directions in response to a teacher directive by looking at the adult, following the direction or stopping the activity.
.5		With help, demonstrates a partial understanding of the 1.0 content

By the end of the year, students should be able to follow the routine classroom rules and procedures. We want students to be able to follow multi- step directions given by the teacher such as " please put your things away, then find your square on the carpet, and sit down". They should be able to repeat the instructions back to an adult and follow them throughout the day.

PK-4 SOCIAL EMOTIONAL DEVELOPMENT

3. Self Regulation- Emotional Control

3	Nine Weeks Target	Priority Topic: Self-Regulation- Emotional Control Introduced: 1st Nine Weeks
4		Help a peer or story character identify their emotions and suggesting a self-regulation strategy
3	4 th	Regulates their own behavior with assistance from teacher by stating their feelings and utilizing calm down strategies if necessary
2.5	3 rd	Child is able to communicate their own feelings and the feelings of others
2		Child is able to communicate their own feelings
1.5	2 nd	Child demonstrates understanding of tools to use and areas to go in the classroom to help regulate their emotions
1	1 st	Child is able to identify 5 feelings while looking at pictures or stories (happy, sad, angry, scared, calm)
.5		With help, demonstrates a partial understanding of the 1.0 content

Self Regulation skills in PK4 students is a skill we will work on throughout the year. We want students to learn how to utilize strategies if necessary to regulate their emotions and be in control of their bodies. By the end of the year we hope that students are able to use these strategies throughout the day and successfully understand the need for self regulation and emotional control.

PK-4 LANGUAGE & COMMUNICATION

4. Develop Oral Language

4	Nine Weeks Target	Priority Topic: Develop Oral Language Introduced: 1st Nine Weeks
4		Use wide vocabulary and multiple sentences to tell visitors about people, places, things, and experiences
3	4 th	Initiate multiple turn conversations with peers and adults
2.5	3 rd	Ask questions to clarify instructions or learn new information. Engage in multiple turn conversations
2		Use longer sentence with phrases to discuss people, places, things, and experiences. Use several sentences to tell details about people, places, things, and experiences
1.5	2 nd	Show understanding by verbally responding to questions Use sentence of at least five words to discuss people, places, things, books, and experiences
1	1 st	Show understanding by responding to requests (nonverbally) Use words and phrases to identify people, places, things, and actions Use words to communicate feelings, wants, and needs
.5		With help, demonstrates a partial understanding of the 1.0 content

Oral language development is a critical component of pre-kindergarten and future success in school. The goal is for PK4 students to initiate and engage in conversations with familiar adults and peers.

PK-4 LANGUAGE ARTS

5. Show Early Reading Behaviors

5	Nine Weeks Target	Priority Topic: Show Early Reading Behaviors Introduced: 1st Nine Weeks
4		Demonstrate one to one correspondence between spoken and printed words
3	4 th	Demonstrate knowledge that reading moves from top to bottom, left to right, with return sweep
2.5	3 rd	Point where to start reading and demonstrate knowledge that reading moves from left to right
2	2 nd	Recognize the difference in a printed letter and a word
1.5		Recognize the difference between pictures and text
1	1 st	Hold book right side up, turning its pages correctly
.5		With help, demonstrates a partial understanding of the 1.0 content

Early in the year, PK4 students should demonstrate book handling awareness by holding books right side up and turning pages one at a time. By mid-year, students should understand the distinction between pictures and words and the roles each play in conveying meaning. They should also be able to understand the difference between a letter and a word. By early spring, students should understand that books are read from left-to-right and from top-to-bottom moving from line-to-line in the text. Students should be able to point to the words being read in a story with teachers/parent help.

PK-4 LANGUAGE ARTS

6. Recognize Letters, Sounds and Words

6	Nine Weeks Target	Priority Topic: Recognize Letters, Sounds and Words Introduced: 1st Nine Weeks
4		Name 21 or more uppercase letters Name 21 or more lowercase letters Produce the common sound that 22 or more letters represent Recognize or read at least 5 sight words
3	4 th	Name 20 or more uppercase letters Name 20 or more lowercase letters Produce the common sound that 20 or more letters represent
2.5	3 rd	Name 15 or more uppercase letters Name 15 or more lowercase letter Produce the common sound that 10 or more letters represent
2	2 nd	Recognize or say the name of at least 20/52 letters (upper and/or lowercase) Produce the common sound that 5 or more letters represent
1.5		Recognize the common sound that 10 or more letters represent Recognize environmental print
1	1 st	Recognize or name at least 5/52 letters (upper and/or lowercase) Recognize the common sound that at least 5 letters represent Recognize own printed name
.5		With help, demonstrates a partial understanding of the 1.0 content

An important component of pre-k is learning to recognize letters and sounds. The year begins with the expectations that students recognize a few letters and letter sounds and increases as the year progresses. By the end of the year, most PK4 students can name 20 or more uppercase letters and 20 or more lowercase letters as well as orally produce the sound of 20 or more letters.

Pre-k students also begin to learn to read some words in their environment and in books. They begin by being able to identify their own name early in the school year and begin to recognize environmental print (such as the McDonald's sign, the Walmart sign, or the words Lucky Charms on a box of cereal).

PK-4 LANGUAGE ARTS

7. Demonstrate Reading Comprehension

7	Nine Weeks Target	Priority Topic: Demonstrate Reading Comprehension Introduced: 1 st Nine Weeks
4		Make inferences and predictions about books read aloud
3	4 th	Retell or reenact several events in order from familiar stories read aloud with pictures from the story Respond to texts by asking questions or making connections or telling about a favorite part
2.5	3 rd	Answer open ended questions about books read aloud
2	2 nd	Retell or reenact several events or facts from familiar books read aloud with pictures from the story
1.5		Answer simple questions about texts read aloud
1	1 st	Communicate what they see in a story when looking at pictures in a book
.5		With help, demonstrates a partial understanding of the 1.0 content

1st nine weeks: The year begins with the expectation that PK4 students will talk about familiar stories as they look at the pictures.

2nd nine weeks: By mid-year they show their comprehension by answering basic recall questions about stories read aloud as well as retelling several events from familiar stories or facts from informational books read to them.

3rd nine weeks: During the spring of PK, students are expected to answer open ended questions about books read aloud **such as** "How did the boy feel when his dog ran away?" or "Why did the pig build a house of bricks?",

4th nine weeks: By the end of the year, PK4 students are expected to retell events from familiar stories in order while looking at the pictures in the book. Students are expected to respond to stories by asking questions or making connections as well. For example, "The boy in the book went to the beach. I have been to Galveston too". Students could also share their favorite part of the book as well for their connection.

PK-4 LANGUAGE ARTS

8. Communicate Ideas Orally and in Print

8	Nine Weeks Target	Priority Topic: Communicate Ideas Orally and in Print Introduced: 1st Nine Weeks
4		Complete patterned/predictable sentences with original ideas using some letter-sound correspondence
3	4 th	Convey meaning by drawing recognizable pictures with some additional detail Label pictures using random strings of letters or letter-sound correspondence
2.5	3 rd	Draw a picture about topics or events and dictate a sentence that describes drawing
2	2 nd	Draw simple pictures about events from your life or a topic of interest
1.5		Orally communicate about events from your life or a topic of interest
1	1 st	Tell what is communicated in scribbles or drawings
.5		With help, demonstrates a partial understanding of the 1.0 content

Pre-kindergarten students begin the year by drawing simple pictures and talking about what they have represented on the page. As young writers progress, they learn to draw pictures of people, places or things that are important to them as well as experiences they have had such as going to the park or attending a birthday party. After talking about and drawing pictures of these things, they then learn to dictate sentences to explain or describe their pictures.

By the end of the year, students should be able to help come up with ideas and plan simple stories. They will also be expected to draw pictures with some detail to represent ideas or stories that are important to them and speak in detailed sentences to describe what they've drawn and 'write' by labeling their pictures with letters or strings of letters, just like real authors do.

PK-4 LANGUAGE ARTS

9. Utilize Grade Level Writing Conventions

9	Nine Weeks Target	Priority Topic: Utilize Grade-Level Writing Conventions Introduced: 1 st Nine Weeks
4		Write two or more letters to phonologically represent sounds in words
3	4 th	Write at least one letter to phonologically represent a sound in a word
2.5	3 rd	Legibly write first name using upper-and lower-case letters using correct directionality
2	2 nd	Make marks to represent print such as letter-like forms or strings of letters
1.5		Write (approximate) first name
1	1 st	Create letter like forms such as a vertical line, horizontal line, or circle Create letter like forms such as a cross and diagonal lines
.5		With help, demonstrates a partial understanding of the 1.0 content

1st nine weeks: It is expected that students will quickly move from scribbling to represent letters and words to writing letter-like forms such as vertical and horizontal lines or circles.

2nd nine weeks: By mid-year, students should be able to “write” their first name fairly accurately and to ‘write words’ or make marks to represent print such as letter like forms or random strings of letters.

3rd nine weeks: In the second half of the year, students work on legibly and accurately writing their names and many letters of the alphabet.

4th nine weeks: They also learn to use what they know about letters and sounds to label pictures with several letters. Example: **dg** for dog; **pla** for play, **sm** or **swm** for swim.

PK-4 MATH

10. Count Objects with One to One Correspondence to 10

10	Nine Weeks Target	Priority Topic: Count Objects with One-to-One Correspondence to 10 Introduced: 1 st Nine Weeks
4		Count 11 or more items with one-to-one correspondence and communicates how many total items counted
3	4 th	Counts up to 10 items and communicates how many total items counted
2.5	3 rd	Count 10 or more items with one-to-one correspondence
2		Count 8 or more items with one-to-one correspondence
1.5	2 nd	Count 5 items with one-to-one correspondence
1	1 st	Count 3 items with one-to-one correspondence
.5		With help, demonstrates a partial understanding of the 1.0 content

By the end of the year, students are expected to count up to 10 objects and be able to tell how many they counted. This includes skills such as moving, touching, or lining up the objects to keep track of them as the student counts them aloud. Students are only counting one object at a time and not recounting the objects.

11. Recognize Numerals to 10

11	Nine Weeks Target	Priority Topic: Recognize Numerals to 10 Introduced: 2 nd Nine Weeks
4		Recognize numerals greater than 10
3	4 th	Recognize all numerals, 0-10
2.5	3 rd	Recognize any eight numerals, 0-10
2		Recognize any six numerals, 0-10
1.5	2 nd	Recognize any four numerals, 0-10
1	1 st	Recognize any two numerals, 0-10
.5		With help, demonstrates a partial understanding of the 1.0 content

By the end of the year, students are expected to recognize all the digits from 0-10 when shown number cards. This skill does not include objects. The focus is on the symbols that represent the quantities. Students can show their knowledge by pointing to the correct numeral the teacher asks or by naming the numeral the teacher points to.

12. Rote Count to 30

12	Nine Weeks Target	Priority Topic: Rote Count to 30 Introduced: 1 st Nine Weeks
4		Rote count beyond 30
3	4 th	Rote count to 30
2.5	3 rd	Rote count to 25
2		Rote count to 20
1.5	2 nd	Rote count to 15
1	1 st	Rote count to 10
.5		With help, demonstrates a partial understanding of the 1.0 content

By the end of the year, students are expected to say the numbers from 0-30 in order.

PK-4 SCIENCE

13	Nine Weeks Target	Priority Topic: Explore, Observe, and Describe Utilizing Senses Introduced: 2 nd Nine Weeks
	4	Names the five senses and what they do (see, hear, smell, taste, touch)
	3	4 th Observe and describe three attributes of common objects utilizing a variety of sensory language descriptors (color, shape, size etc.)
	2.5	3 rd Observe and describe two attributes of a common objects utilizing a variety of sensory language descriptors (color, shape, size etc.)
	2	Identify a common object my teacher is describing when using two descriptors (color, shape, size etc.)
	1.5	2 nd Identify a common object my teacher is describing when using one descriptor (color, shape, size etc.)
1	1 st	Uses senses to observe objects and communicate observations
.5		With help, demonstrates a partial understanding of the 1.0 content

Early science experiences foster a sense of wonder in children as they explore the natural world around them. Young learners are encouraged to observe and develop language skills using their senses. These investigations help them build background understandings in recognizing the properties of objects.

2nd nine weeks: Students will be using their senses to observe things in their classroom such as how something looks, how it feels, smells, tastes, and sounds like.

3rd nine weeks: Students will be listening to their teacher describe objects they are familiar with in the classroom and then figure out what she is describing. For example, objects will be on the table in front of your child. The teacher will describe objects using 1-2 descriptive words such as color, shape, size. Then the student will point to or name the object she is describing.

4th nine weeks: By the end of the year students will be expected to describe three attributes of common objects such as color, shape, size. For example, The apple is red, round, and small or the basketball is orange, round, and big.