Kindergarten Report Card

Parent Guide

Wilson County Schools



A GREAT START STARTS WITH SHOWING UP!

Every Day. Every Moment. Every Child.

Kindergarten attendance builds the foundation for lifelong success.



Builds thinking skills and memory.



Stronger attendance leads to better reading and learning.



Supports friendships, confidence, and belonging.



Sets the stage for long-term academic and social success.

THE IMPACT OF KINDERGARTEN ATTENDANCE

More than just being present—attendance helps children learn, grow, and thrive.



ACADEMIC PERFORMANCE

Every day missed in kindergarten leads to lower math and ELA scores by third grade.



READING READINESS

Missing 10% or more of school (about 18 days) is a key early warning sign for reading problems by third grade.



SOCIAL & EMOTIONAL HEALTH

Frequent absence is linked to higher stress, lower motivation, and a weaker sense of belonging.

ROOT CAUSES OF ABSENTEEISM

Understanding why children miss school helps us find solutions together.



THE SEPTEMBER RULE

Missing just two or more days in September makes a child **5x more** likely to be chronically absent all year.



BARRIERS & OBSTACLES

Chronic illness, transportation challenges, and unpredictable schedules can get in the way of daily attendance.



AVERSION & DISENGAGEMENT

Anxiety, separation issues, or lack of connection with peers and teachers can make school hard for young children.



MISCONCEPTIONS

Some caregivers may think it's better to keep children home for minor or lingering symptoms. Let's know the facts!



Strong mornings. Daily attendance.
Bright futures.



ROUTINE



ATTEND



SUCCEED

Standards-Based Report Card

Standards are what students should know and be able to do at the end of each grade.

A standards-based report card:

- helps students and parents better understand grade-level expectations. On traditional report cards, students receive one “letter grade” for each subject area.
- has each subject area divided into a list of skills and knowledge that students are responsible for learning.
- means students receive a separate numerical mark (3, 2, 1).

It is important to note that not every standard is included on the report card. The skills on the Wilson County Schools Kindergarten report card are a “snapshot” of the standards for your child at this grade level.

The Three Performance Levels

3 The student has **met expectations.** The student demonstrates mastery of end-of-year grade-level standards. This is where students should be at the end of the year.

2 The student is **approaching expectations.** The student has demonstrated partial mastery of the end-of-year grade-level standards.

1 The student is **below expectations.** The student is beginning to progress towards the end-of-year grade-level standards.

NA This standard has not yet been assessed.

Performance Levels



Clarification of Terms

attributes	Features or characteristics of something (i.e. color, shape, texture, size, etc.).
compare numbers	Telling whether a number is greater than, less than, or equal to another number.
compose/ decompose	Compose means combining two parts to create a whole (6+4=10). Decompose means breaking a whole into two parts (13=10+3).
CVC words	A word composed of a consonant followed by a vowel, followed by another consonant (cat, bed, rip).
decodes CVC	Saying each sound in a CVC word and blending to read the whole word.
high-frequency words	Words that are frequently encountered and need to be read automatically, not by sounding out (there, the, was, etc.)
informative/ explanatory writing	Writing to give information or explain a concept

Clarification of Terms

medial sounds	A sound that is in the middle of a word and is usually a vowel
narrative writing	Writing that tells about a single event
opinion writing	Writing that tells one's opinion on a topic
phonemic awareness	Hearing, identifying, and manipulating units of sound in spoken words
phonics	Making connections between sounds in words to the corresponding letters
retelling	Telling the beginning, middle, and end of a story in your own words
syllables	A word-part, consisting of a vowel sound and other consonant sounds (basket= bas-ket)

Clarification of Conduct

Exercises self control	• Manages emotions, impulses, and movements • Keeps hands, feet, and objects to self
Accepts responsibility for behavior	• Takes ownership of choices • Accepts consequences of one's behavior and/or actions
Completes assignment in timely manner	• Demonstrates effort and does best work • Uses time effectively
Listens attentively	• Gives full attention when others are speaking • Pays attention during learning time
Speaks at appropriate times	• Actively participates in group discussions • Refrains from blurting out
Tries to solve problems before seeking help	• Attempts to find solutions independently • Tries to resolve conflict respectfully
Respects others, school property, and supplies	• Uses class tools appropriately and responsibly • Treats people and property with respect

Frequently Asked Questions

How will conduct be communicated?

Conduct grades will be given quarterly on the report card. Your teacher will also communicate frequently if there are any concerns with your child's behavior.

Why do some areas have an asterisk (*) on the report card?

An area will have an asterisk if the skill has not been assessed in that quarterly grading period.

Why did my child drop from a 2 to a 1?

If your child had a 2 but now has a 1, your child did not master the new learning related to the standard.

How do I know my child has met grade-level expectations?

You will know your child is on target if they are making progress (receives a 2 or a 3) toward the grade-level expectations each quarter. Keep in mind, in order for your child to receive a three, they MUST demonstrate mastery of the entire end-of-year standard being assessed.

Frequently Asked Questions

How should I communicate any concerns?

If you are having concerns, please reach out to your child's teacher via their preferred method of communication. He/she can also provide resources that you can use to work on areas of need at home.

What is the difference between report cards and progress reports?

The report card displays all standards covered for the school year. The progress report displays only the standards assessed during that quarter.If an area is shaded the skill has not been taught in that quarter.

What high frequency words are being taught in kindergarten and how are these assessed?

Quarterly high frequency words are assessed based on your child's ability to automatically read and write the words taught that quarter. The high-frequency words are taken from the ELA curriculum. The high frequency words are:

Quarter 1

I
the
in

Quarter 2

he
on
and
up
a
you
see

Quarter 3

to
do
at
has
is
it
was
his
for
or
be
by
are
with
will

Quarter 4

of
have
from
there
they
where
one
we
all
but
not
no
what
when
then
you
said
were
she
her
like

How To Access The Report Card

1. Go to wcschools.com and click Skyward Family Access. Log in using your login ID and password. If you do not have this, contact your school's secretary.

2. Click on Open Family Access

3. If you have more than one student, at the top select your student from the drop-down menu

4. Then on the left-hand side click on Report Cards and Documents