



HOW DO I READ MY CHILD'S PROGRESS REPORT CARD?

Kindergarten

MEASUREMENT TOPICS

MEASUREMENT TOPICS are categories of content and processes in a subject.

What a child needs to know and be able to do changes (gets more complex) at each grade level.

A shaded box in a subject indicates that a score is not required on that Measurement Topic for that marking period.

Mathematics	SEM1	SEM2
Counting and Cardinality		
Geometry		
Measurement and Data		
Number and Operations in Base Ten		
Operations and Algebraic Thinking		

STANDARDS-BASED GRADING

Score	Description
P	Meets the grade-level standard by demonstrating proficiency of the content or processes for the Measurement Topic
I	In progress toward meeting the grade-level standard
N	Not yet making progress or making minimal progress toward meeting the grade-level standard
M	Missing data—no grade recorded
NEP	Not English Proficient; may be used for ESOL Level 1 and 2 students for no more than two marking periods

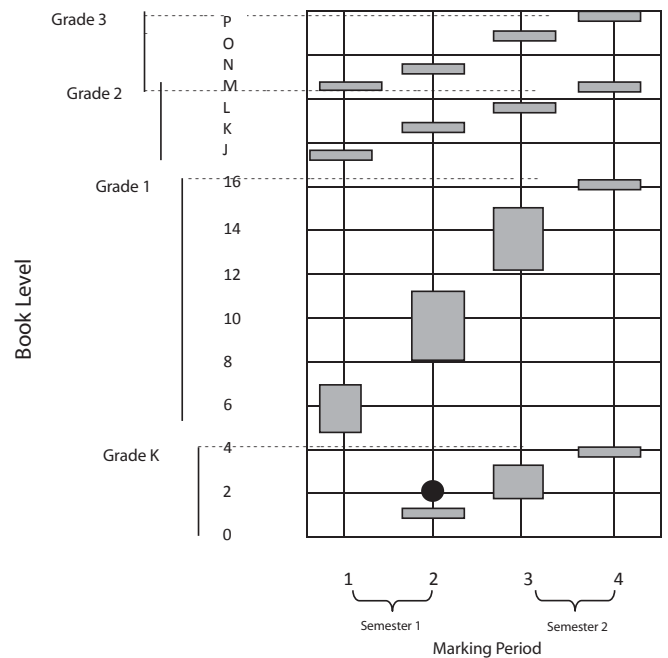
PROFICIENT—A score of P means your child is successful in using the content and processes at the grade level.

NOT YET PROFICIENT—A score of I or N means your child is still working on the content and processes instructed at the grade level.

INSTRUCTIONAL READING LEVEL

BOOK LEVEL is determined by the complexity of vocabulary, the number of words on a page, and content.

Instructional Reading Level by Marking Period



The gray box areas on the graph above indicate the expected reading ranges by book level at the end of each marking period for Grades K–2.

- A dot indicates your child's reading level at the end of a marking period.
- A dot within the gray box indicates that your child has met the quarterly reading target.
- A dot below the gray box indicates that your child is approaching the quarterly reading target.
- A dot above the gray box indicates that your child has exceeded the quarterly reading target.

If your child is reading above a level P, a statement will appear below the graph indicating the reading level.

MATHEMATICS

In addition to progress on the Measurement Topic, a statement will appear below the mathematics Measurement Topic box on the report card. The statement will provide additional information regarding mathematics instruction throughout the marking period.

Mathematics	SEM1	SEM2
Counting and Cardinality		
Geometry		
Measurement and Data		
Number and Operations in Base Ten		
Operations and Algebraic Thinking		

Your child was consistently instructed on the content and processes of the grade level.

OR

Your child was consistently instructed on the content and processes of the grade level with enrichment/acceleration.

LEARNING SKILLS

LEARNING SKILLS include work habits and thinking and academic success skills. The work habits are the effort and behaviors that affect learning. In the curriculum, the thinking skills and academic success skills are the threads that weave the content skills and processes together.

Learning skills are reported separately from academic grades.

Learning Skills		
Personal and Social Development	SEM1	SEM2
Follows classroom rules/routines		
Interacts easily with peers		
Shows initiative and self-direction		
Uses classroom materials appropriately		
Thinking and Academic Success Skills	SEM1	SEM2
Analysis		
Collaboration		
Effort/Motivation/Persistence		
Fluency		
Intellectual Risk Taking		
Metacognition		
Originality		
Synthesis		

Code	Description
DEM	Demonstrating
PRG	Progressing
N	Not yet evident

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

For a student receiving English for Speakers of Other Languages (ESOL) services, he/she will have scores for each ESOL Measurement Topic.

The student's ESOL level (1, 2, 3, 4, 5) will appear above the Measurement Topics. Level 1 is the beginning level and Level 5 is the highest level.

ESOL—(Level 3)	SEM1	SEM2
Listening Skills/Comprehension		
Speaking Skills in English		
Reading Skills/Comprehension		
Writing Skills in English		

Score	Description
BRI	Bridging —Knows and uses social and academic language working with grade-level material
EXP	Expanding —Knows and uses social English and some technical academic language
DEV	Developing —Knows and uses social English and some specific academic language with visual support
EM	Emerging —Knows and uses some social English and general academic language with visual support
EN	Entering —Knows and uses minimal social language and minimal academic language with visual support



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