



Center Grove Community School Corporation
STUDENT DATABASE

Skyward is the CGCSC student information system. It is a web-based program that allows parents and students to monitor academic progress, attendance, lunch accounts, and discipline. You can get to Skyward through the main page of your school's website or at

<https://www.centergrove.k12.in.us>

Log ins can be obtained by clicking on the "forgot your login/password link or by going to

accounthelp@centergrove.k12.in.us

What can you do to help your child be successful?

- Talk to your child about his/her day.
- Ask questions & listen attentively.
- Create an environment at home that encourages learning and interaction through games, puzzles and books.
- Read to, and with, your child daily.
- Set a good example, and be a life-long learner yourself!
- Keep open communication with your child's teacher.
- Look for learning opportunities in everyday situations.



Center Grove School Corporation

All students receive an excellent educational experience.



A PARENT'S GUIDE TO UNDERSTANDING THE Kindergarten Report Card

FOR ADDITIONAL KINDERGARTEN
INFORMATION, PLEASE VISIT:

www.centergrove.k12.in.us/kindergarten

Essential Learnings and How They Are Reported

Essential Learnings are standards-based targets that learners will master by the end of the school year. CGCSC has identified Essential Learnings in the content areas of math, science and writing. Each Essential Learning is associated with a progression of mastery so students, parents, and teachers can track progress toward the target. Each progression is associated with a four point scale to articulate distinct levels of knowledge.

The scales for each Essential Learning include assessments and sample tasks. Teachers collect multiple data points to determine a child's level of mastery. **The goal is for each child to reach a proficiency level of 3.0 by the end of the year.** Some students will score higher than a 3.0 by demonstrating higher-level thinking within the Essential Learning.

ESSENTIAL LEARNING PROFICIENCY SCALE



4	Student meets Cognitively Complex Target
3.5	Student demonstrates success at the Learning Goal Target and partial success at the Cognitively Complex Target
3	Student meets Learning Goal Target
2.5	Student demonstrates success at the Foundational Target and partial success at the Learning Goal Target
2	Student meets Foundational Target
1.5	Student demonstrates partial success at the Foundational Target
1	With help, student meets Foundational Target
.5	With help, partial success at Foundational Target
0	Even with help, student does not meet Foundational Target

Understanding Rubrics in Reading

CGCSC has not yet identified Essential Learnings for reading and social studies. Instruction and assessment for these areas are based on the IN Academic Standards. A four point rubric is used for reporting proficiency. **The goal is for each child to reach a proficiency level of 3.0 by the end of the year;** however, these rubrics do not include 0.5 levels. For example, letter sounds, high-frequency words, and guided reading levels are fundamental skills for developing readers. These content areas will be tracked with the rubrics below. These are cumulative skills that build throughout the year so an initial score of 1.0 or 2.0 is not uncommon and should be considered as a baseline score only. **The goal is to have students reach a proficiency level of 3.0 by the end of the year.**

K.RF.4.1

Produce all of the primary or most frequent sounds for each consonant.

4.0	The student will produce beginning/ending blends and digraphs using Flashcards, running records, Word Study, etc..
3.0	The student will produce the primary sound for each consonant (21).
2.0	The student will produce 15-20 letter sounds (consonants).
1.0	The student will produce 0-14 letter sounds (consonants).

4.0	The student can write sentences using high frequency words and/or correctly spell the high frequency words.
3.0	The student can read all 66 high frequency words.
2.0	The student can read 16-65 high-frequency words.
1.0	The student can read 0-15 high-frequency words.

K.RF.4.4

Read high-frequency words.

K.RF.5

Read emergent-reader texts with purpose and understanding.

4.0	The student can read emergent-reader texts independently at a GRL E and above (95%)
3.0	The student will read emergent-reader texts with purpose and understanding at an independent Level D (95%).
2.0	The student will read emergent-reader texts at an independent Level A-C (95%).
1.0	The student understands print concepts. The student can read at an AA or below.