



# INDIAN PRAIRIE SCHOOL DISTRICT 204

*Inspire all students to achieve their greatest potential.*

## Kindergarten Grading Scale

P – Progressing Satisfactorily

G – Additional Help or Growth Needed

### Stages of Reading Development

Pre-Emergent Reader (Stage 1)	Emergent Reader (Stage 2)	Early Reader (Stage 3)
Enjoys book experiences	Uses repetitive text patterns to mimic reading	Reads familiar text word-by-word
Interacts with books	Uses prior knowledge and experiences to make meaning	Uses prior knowledge, clues from text, and experiences to make and predict meaning
Developing phonemic awareness	Attends to features of print such as lines of text, words, and letters	Figures out most simple words using meaning, context clues, or phonics
Developing letter-sound knowledge	Recognizes a few high-frequency words, names, and simple words in context	Recognizes and reads many high-frequency words and simple words in context

### Mathematics Profile of Progress

**Beginning (B):** Your child cannot yet complete the task independently and shows little understanding of the concept or skill.

**Developing (D):** Your child shows some understanding. However, errors or misunderstandings still occur. Reminders, hints and suggestions are needed to complete the task.

**Secure (S):** Your child demonstrates a firm grasp of the concepts/skills and can apply these concepts/skills correctly and independently.



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## First Grade Grading Scale

- S+ - Demonstrates Strength
- S - Satisfactory Progress
- I - Showing Improvement
- N - Needs to Improve
- U - Unsatisfactory Progress
- NA - Not Applicable to Quarter

### Stages of Reading Development

Pre-Emergent Reader (Stage 1)	Emergent Reader (Stage 2)	Early Reader (Stage 3)	Transitional Reader (Stage 4)	Independent Reader (Stage 5)
Enjoys book experiences	Uses repetitive text patterns to mimic reading	Reads familiar text word-by-word	Reads familiar text with increasing fluency (rate, accuracy, phrasing and expression)	Reads independent-level text with fluency (rate, accuracy, phrasing and expression)
Interacts with books	Uses prior knowledge and experiences to make meaning	Uses prior knowledge, clues from text, and experiences to make and predict meaning	Uses prior knowledge, clues from text, and experiences to make, predict, and infer meaning	Uses prior knowledge, clues from text, text structures, and experiences to make, predict, infer, and synthesize meaning
Developing phonemic awareness	Attends to features of print such as lines of text, words, and letters	Figures out most simple words using meaning, context clues, or phonics	Integrates meaning, context clues, and phonics to decode difficult words	Uses self-monitoring strategies and self-corrects while reading
Developing letter-sound knowledge	Recognizes a few high-frequency words, names, and simple words in context	Recognizes and reads many high-frequency words and simple words in context	Recognizes and reads high-frequency words and an increasing number of difficult words, many of which are content-related	Recognizes and reads most words automatically

### Mathematics Profile of Progress

**Beginning (B):** Your child cannot yet complete the task independently and shows little understanding of the concept or skill.

**Developing (D):** Your child shows some understanding. However, errors or misunderstandings still occur. Reminders, hints and suggestions are needed to complete the task.

**Secure (S):** Your child demonstrates a firm grasp of the concepts/skills and can apply these concepts/skills correctly and independently.



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## Second Grade Grading Scale

- S+ - Demonstrates Strength
- S - Satisfactory Progress
- I - Showing Improvement
- N - Needs to Improve
- U - Unsatisfactory Progress
- NA - Not Applicable to Quarter

### Reading

*This chart indicates the several levels that a child progresses in reading ability, and should be seen as a continuum of development in the child's growth toward literacy.*

I. Early Literacy	II. Imitating Reading	III. Interacting with Print	IV. Emerging Reading	V. Beginning Reading	VI. Supported Reading
The Child expresses self with adults and peers, and enjoys book experiences.	The child begins to understand that words can be written down and begins to interact with books.	The child attempts to track print and begins to understand how it works.	The child can track print accurately.	The child tackles known and predictable texts with growing confidence, but still needs much assistance with new reading situations.	The child is able to read familiar styles of text independently, and with some support the child manages new reading situations successfully.

### Mathematics Profile of Progress

**Beginning (B):** Your child cannot yet complete the task independently and shows little understanding of the concept or skill.

**Developing (D):** Your child shows some understanding. However, errors or misunderstandings still occur. Reminders, hints and suggestions are needed to complete the task.

**Secure (S):** Your child demonstrates a firm grasp of the concepts/skills and can apply these concepts/skills correctly and independently.



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## 3rd-5<sup>th</sup> Grade Grading Scale

- A - Outstanding
- B - Above Average
- C - Average
- D - Below Average
- F - Failing

## Effort Scale

- O - Outstanding
- S - Satisfactory
- U - Unsatisfactory

## Mathematics Profile of Progress

**Beginning (B):** Your child cannot yet complete the task independently and shows little understanding of the concept or skill.

**Developing (D):** Your child shows some understanding. However, errors or misunderstandings still occur. Reminders, hints and suggestions are needed to complete the task.

**Secure (S):** Your child demonstrates a firm grasp of the concepts/skills and can apply these concepts/skills correctly, and independently.