



Parent and Family Guide to the  
**REPORT CARD**  
2026-2027

**Kindergarten**

Com. No. 192

**Reporting**

Your child receives a report card at the end of four reporting periods. This report card will communicate your child’s progress during a reporting period. Your child is responsible for bringing their report card home at the end of the second and fourth reporting periods.

CPS follows the **Illinois Learning Standards**, which establish what students need to know and be able to do at every grade level. The report card uses performance levels, comments, and marking symbols to share student progress and performance towards these standards. Below is an explanation of each reporting method contained in your child’s report card.

**Level of Performance**

A numerical Level of Performance is assigned for each core content area. This number describes your child’s progress toward meeting current grade level expectations for a reporting period.

The Levels of Performance are as follows:

Level of Performance	Definition
<b>4 - Exemplary</b>	Student exceeds expectations for this reporting period
<b>3 - Proficient</b>	Student meets expectations for this reporting period
<b>2 - Developing</b>	Student partially meets expectations for this reporting period
<b>1 - Beginning</b>	Student does not meet expectations for this reporting period
<b>/ - Not Assessed</b>	Area was not assessed in this reporting period

**Comments**

Your child’s teacher provides comments highlighting your child’s performance in relation to specific core curriculum standards. Comments may include important areas of growth, as well as areas where your child is still developing or needs additional support.

**Social and Emotional Learning**

Throughout the school year, your child grows in study skills, social, and health and safety habits, as well as character development. Review this section of the report with your child and encourage their development in positive habits and attitudes.

The symbols + , ✓, and - are used to reflect your child’s current level of performance with regard to social and emotional learning. The following symbols indicate how consistently your child demonstrates these skills:

Marking Symbol	Definition
+	student <b>consistently</b> shows this skill
✓	student <b>sometimes</b> shows this skill
-	student <b>rarely</b> shows this skill

**Language of Instruction**

The report card indicates the language(s) in which your child receives core instruction. This section will also indicate if your child receives ESL and/or Native Language Instruction.

**Language Development Program**

English Learners (ELs) receive a report on the progress of their English Language Development. A check mark (✓) in the Program Model section indicates if your child participates in Dual Language Education (DLE), Transitional Bilingual Education (TBE), or Transitional

Program of Instruction (TPI). For Dual Language and Transitional Bilingual Programs, the language of the program is specified. TBE and TPI Programs provide EL services, including English as Second Language instruction.

Your child's progress toward meeting the Illinois **English Language Development** (ELD) Standards, including social and academic language, is indicated in the ELD section of the report card. ELD is measured in listening, speaking, reading, and writing. Your child's teacher has noted what your child can currently understand and express in English, highlighting ongoing growth in each area. Your child's teacher has included a comment for each area of English language development to specify what your child can currently produce or understand in English.

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### **Students with Disabilities**

In accordance with current federal regulations, students with disabilities will receive the **Individualized Education Program (IEP) Report Card**. This report is a description of your child's progress toward attaining IEP benchmarks/goals.

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### **Attendance**

Regular attendance and promptness promote success in school. For each reporting period, the teacher records the total number of days absent, the number of unexcused days absent, and days tardy (late to school). For each day your child is absent (either for the whole or half of the day), you must send the school a dated and signed note, or make a direct phone call to the school, to communicate the date of the absence, the reason for the absence, your child's name, your name, and your relationship to the child. Parents/guardians who have an Aspen Parent Portal account may also submit a reason for absence using the E-Absence feature.

Absences can be excused for the following reasons: student illness (which includes mental health days), observance of a religious holiday, death in the immediate family, and (at the discretion of the principal), a specified family emergency, circumstances which cause reasonable concern for the student's health and/or safety, or other situations beyond the control of the student. For additional information, visit [cps.edu/attendancecomprehensivepolicy](https://cps.edu/attendancecomprehensivepolicy).

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### **Teacher Quarterly Overview**

In this section, the teacher provides information to families about what the class has been learning

during the current reporting period to create a greater connection between home and school. This information will not be individualized to one child, but rather representative of the entire classroom's learning.

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### **Communicating with your Child's Teacher**

You must sign your child's report card in the space provided to show that you have read it. Above your signature, you may write comments to the teacher. Return the report card to the teacher as soon as possible.

If your child is not progressing at the expected level, your child's teacher will request an in-person or virtual conference with you by checking the "Conference Requested" box on the back of the report card. If the box is not checked and you would like to meet with your child's teacher, you may check the "Conference Requested" box when you sign and return the report card.

The teacher will set a time and date for the in-person or virtual conference that is agreeable to both of you. At this conference, you and the school staff will develop a plan to help your child improve in school as well as discuss ways to help your child at home. You may contact the school at any time with questions or concerns about your child's progress in kindergarten.

Per Board policy on elementary school promotion, kindergarten students may not be retained: [cps.edu/gettingtothenextgrade](https://cps.edu/gettingtothenextgrade).

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### **Next Assignment**

At the end of the school year, the teacher will record your child's next grade and room number on the back of the report card.

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