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ABSTRACT

This study investigates the content and coding systems of kindergarten and first grade report cards from 57 Connecticut school districts. Report cards differed among districts in number of items, emphasis on curriculum areas and learning dimensions, and coding systems. Kindergarten report cards were more likely to emphasize discrete skills and knowledge; first grade cards were more likely to emphasize processes and dispositions of learning. Kindergarten report cards were more likely to use coding systems emphasizing continuous progress; first grade coding systems were more likely to emphasize competition and adherence to rigid expectations. Report card content also related to other district practices. Districts in which kindergarten report cards emphasized skills in language arts were significantly more likely to retain children in kindergarten and first grade. Districts in which the first grade report card emphasized skills in mathematics were less likely to include handicapped children in their regular classes in both kindergarten and first grade. (Contains 6 tables, 6 figures, and 26 references.) (Author/SLD)

A Study of Kindergarten and First Grade Report Cards:

What Are Young Children Expected to Learn?

by

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Abstract

This study investigates the content and coding systems of kindergarten and first grade report cards from 57 Connecticut school districts. Report cards differed among districts in number of items, emphases on curriculum areas and learning dimensions, and coding systems. Kindergarten report cards were more likely to emphasize discrete skills and knowledge; first grade cards were more likely to emphasize processes and dispositions of learning. Kindergarten report cards were more likely to use coding systems emphasizing continuous progress; first grade coding systems were more likely to emphasize competition and adherence to rigid expectations.

Report card content also related to other district practices. Districts whose kindergarten report cards emphasized skills in language arts were significantly more likely to retain children in kindergarten and first grade. Districts whose first grade report card emphasized skills in mathematics were less likely to include handicapped children in their regular classes both in kindergarten and first grade.

Over the past decade, heightened awareness of the pitfalls of rote learning strategies and recognition of the value of more child-centered, activity-based approaches to learning (Egertson, 1987; Elkind, 1989; NAEYC & NAECS/SDE, 1991) have led to a national movement to encourage the implementation of early childhood programs emphasizing more developmentally appropriate practices (Bredekamp, 1987). These include serving children in heterogeneous settings (NAECS, 1987), holding group size to no more than twenty children with two adults for five year olds and no more than twenty four children with two adults for six-eight year olds (Bredekamp, 1985), and eliminating student retention and extra-year programs in favor of serving children in inclusive classrooms emphasizing continuous progress programs (Smith & Shepard, 1987).

In Connecticut, the State Department of Education has supported this movement with initiatives encouraging local school districts to develop programs reflecting developmentally appropriate practices. Connecticut's Common Core of Learning (1987), A Guide to Program Development for Kindergarten (1988) and The Teacher's On-going Role in Creating a Developmentally Appropriate Early Childhood Program: A Self-Study Process for Teachers of Children Ages 5-8 (1990), publications developed and distributed widely by the Connecticut State Board of Education, define and have promoted developmentally appropriate practices. In addition, annual early childhood education conferences sponsored by the Connecticut State Department of Education have encouraged school districts to effect these changes.

The movement toward developmentally appropriate practices has also been informed by efforts to define the multiple dimensions of learning. Katz (1987; 1993) has recommended adopting at least four dimensions as learning goals: knowledge, skills, feelings and dispositions. She suggests that the

acquisition of knowledge and skills is often taken for granted as educational goals. Similarly, she believes that educators recognize that feelings are also influenced by school experiences. However, she states that the acquisition of dispositions is often ignored in definitions of learning goals and should also be emphasized.

The landmark document Year 2000: A Framework for Learning (Province of British Columbia Ministry of Education, undated) also emphasizes the importance of developing multiple dimensions of learning. These are described as knowledge, skills and attitudes.

Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue (1992), a document developed by the Interstate New Teacher Assessment and Support Consortium (INTASC), reflects a similar interest in defining the dimensions of learning, in this case those that are essential for teachers. The resultant standards are intended to represent a common core describing not only what teachers need to know but also what they need to be able to do. They are delineated based upon three dimensions of learning: knowledge, dispositions and performances. This organizational structure has been emulated in the Connecticut State Department of Education's recently created professional standards for early childhood and special education teachers (Connecticut State Department of Education & Eastern Connecticut State University, 1995).

The three categories developed by INTASC suggest a framework that can be used to simplify the definition of multiple learning dimensions for young children in early childhood education settings. The first category describes discrete skills and knowledge. In examining the progress of kindergarten children, this category might include reciting the alphabet, recognizing

rhymes, writing letters and numerals, identifying initial consonant sounds, counting to ten, cutting on a line...

The second category, dispositions, describes intentional attitudinal patterns of behavior oriented toward broad goals. This category might include displaying self-confidence, curiosity, self-motivation, and persistence and taking pleasure in and initiating learning activities.

The third category, performances or processes, describes behaviors that demonstrate an understanding and application of knowledge and skills in a meaningful context. This category might include listening with understanding, making meaningful predictions, solving problems, using picture cues to construct meaning, sequencing events in a story, and classifying objects...

Report cards, the traditional method of communicating with families, are valued by parents (Shepard & Bliem, 1995) and play a key role in shaping parental attitudes about their child's abilities (Perkins & Buchanan, 1983). Simultaneously the content of report cards can shape parental views about what is important for children to learn and be able to do. The items reported to parents make a powerful statement defining educational expectations; these are likely to influence parental expectations as well.

Effective communication between teachers and families leads to greater continuity between home and school, enhancing the impact of education for children (Bredekamp, 1987; Powell, 1989). Thus report cards offer an important opportunity to enhance parents' knowledge and understanding of developmentally appropriate practices and to encourage parents' support of their child's progress along a developmental continuum.

A literature review identified only one study describing the components of early childhood report cards in relation to developmental theory (Freeman &

Hatch, 1989). That study reported that kindergarten report cards in Ohio public schools emphasized academic skills and used marking systems that evaluated children negatively (for example "satisfactory" and "unsatisfactory"). The researchers concluded that important dimensions of learning including self-esteem, curiosity and motivation were not evident in the report cards and needed to be included so that parents learn to value their importance to their child's development. These omitted learning dimensions are examples of dispositions which Katz (1987) has suggested are crucial elements of children's development.

This study seeks to analyze kindergarten and first grade report cards from the perspectives of developmentally appropriate practices and the dimensions of learning. The study responds to the following over-arching questions: (1) Do report cards emphasize learning goals focused not only on acquiring discrete skills and knowledge but also on developing the two other crucial dimensions of learning: the meaningful application of skills and knowledge and the dispositions supporting learning? (2) Do report cards use coding systems grounded in a developmental philosophy that focuses on continuous progress or do they use a set of rigid expectations that emphasize competition and comparison? (3) Do the report card characteristics examined in (1) and (2) above relate to other school district practices associated with developmentally appropriate practices? For example, if a district's report card includes not only items related to discrete skills and knowledge but also an emphasis on the other dimensions of learning or uses a coding system emphasizing developmental progress, will it be more likely to offer opportunities for children to learn in inclusive classrooms with appropriate class size and adult-child ratios? Will the district be more likely to

emphasize continuous student promotion rather than to utilize retention? This study pursues these questions by examining the elements of kindergarten and first grade report cards of 59 Connecticut public school districts from these perspectives.

Methods

Sample

The superintendents of school of Connecticut public school districts that include elementary school programs were contacted to solicit their district's participation. They were asked to assign a knowledgeable district representative to complete and return a two page questionnaire about the district's early childhood program practices together with copies of the district's kindergarten and first grade reporting devices.

Of the 158 districts contacted, 59 (37%) returned completed questionnaire together with the reporting devices. Individuals completing the questionnaires included 12 superintendents/assistant superintendents, 12 curriculum coordinators, 24 principals/assistant principals, 3 directors of pupil personnel, and 8 teachers. The participating districts included representation of all seven Education Reference Groups. These categories developed by the Connecticut State Department of Education (1990) are based upon six key variables that correlate with student achievement. Three are measures of socio-economic status: median family income, percent of high school graduates, and percent of employed adults in managerial and professional occupations. Three are indicators of need: percent of single-parent families, percent of families living below the poverty level, and percent of persons over five who speak a language other than English at home.

Instruments

Each respondent was asked to complete a questionnaire that solicited data about the assignment of kindergarten and first grade children to regular and special education classes as well as the frequency of retention in kindergarten and first grade. The questionnaire also requested information about class schedules (length of full and half-day programs) and paraprofessionals' schedules (time allotted to participating in kindergarten and first grade classes). It also asked about the process of report card development including the year in which report cards and curriculum areas were most recently revised and whether the report cards were developed in relationship to the curriculum. A copy of the questionnaire is available from the first author.

Data

This study analyzes the content and evaluation system of the kindergarten and first grade report cards of the 59 participating public school districts and their relationship to existing educational practices as reported on the questionnaire. Are the report cards similar in the information they convey? Do they use similar systems to report progress? The analysis is organized to answer the following specific questions:

- What is the relative emphasis on each curriculum area: language arts, mathematics, social development, science/social studies, physical development, and creative expression (measured by dividing the number of items in each curriculum area by the total number of items on the report card)?

- What is the relative emphasis on each dimension of learning: dispositions, processes, and discrete skills and knowledge (measured by dividing the number of items in each learning dimension by the total number of items on the report card)? To compute this, each report card item was discussed and coded by at least two of the researchers.
- What coding systems (marking procedures) are used? Do they emphasize positive progress over time within widely held expectations (for example: "not yet apparent, developing, and well-developed"; "rarely observed, sometimes observed, frequently observed")? Do they emphasize competition, comparison and adherence to rigid expectations (for example: "needs to exert greater effort, satisfactory, and outstanding"; "unsatisfactory, satisfactory, good and excellent"). Or do they use mixed coding strategies that include some elements of both?
- What is the relationship of these outcomes to each district's early childhood practices? The practices investigated include class size, adult:child ratio, inclusion of special needs children and elimination of student retention (based upon data reported on questionnaires).

Outcomes

The findings of this study include two types of differences related to the report card analysis: differences among districts' report cards and differences between kindergarten and first grade report cards. Differences involve contrasts in (1) number of items, (2) emphases on curriculum areas, (3) emphases on learning dimensions and (4) coding systems.

Number of Report Card Items

The total number of items of districts' report cards varied widely. Kindergarten report cards included from 11-75 items (mean = 41, SD = 11.89); first grade cards ranged from 18-82 items (mean = 44, SD = 14.61). The distribution of the total number of items on districts' kindergarten and first grade report cards is presented in Figure 1.

Insert Figure 1 about here

Emphasis on Curriculum Areas

The distribution of items in curriculum areas (as a percent of the total number of report card items) also varied widely. In both kindergarten and first grade report cards, language arts and social development were the most emphasized areas. In kindergarten, science/social studies was the least emphasized area; 30 districts did not include any items related to this area. In first grade, creative expression was least emphasized (see Figure 2); 14 districts did not include any items related to this area.

Insert Figure 2 about here

Districts also differed in the emphasis they placed on each curriculum area. For example, language arts items ranged from 12-44% of the total report card items in kindergarten and from 13-46% in first grade. Social development items ranged from 32-70% of kindergarten report card items and from 32-58% of first grade items (see Table 1).

Insert Table 1 about here

Emphasis on Dimensions of Learning

The distribution of items devoted to each dimension of learning as a percent of the total report card also varied. In comparison to the kindergarten report cards, first grade cards had a smaller emphasis on discrete skills and knowledge and a greater emphasis on processes and dispositions (see Figure 3).

Insert Figure 3 about here

In addition, there was a wide variation among districts' emphasis within each dimension of learning. For example, in districts' kindergarten report cards, discrete skills and knowledge ranged from 9-74%; in first grade report cards the range was from 6-40% (see Table 2).

Insert Table 2 about here

This discrepancy was also apparent when comparing the kindergarten to the first grade report cards' emphasis on specific dimensions of learning in two curriculum areas, language arts and mathematics (see Figures 4 and 5). In language arts, the kindergarten report cards devoted the most items to discrete skills and knowledge; the first grade report cards devoted the majority of items to processes. In mathematics, both kindergarten and first grade report cards devoted the majority of items to processes although the

kindergarten cards continued to devote a greater percent of items to skills and knowledge (in comparison to the first grade cards).

Insert Figures 4 and 5 about here

There was also a wide variation among districts within each dimension of learning related to these curriculum areas. For example, in districts' kindergarten report cards, the percent of discrete skills and knowledge items in the area of language arts ranged from 0-100%; in first grade report cards the range was from 0-60% (see Table 3). A similar range is reflected in the area of mathematics (see Table 4).

Insert Tables 3 and 4 about here

Differences in Content Related to Processes and Dispositions

In completing a content analysis of the report cards, the frequency of specific process and disposition items on the report cards was tallied. In the area of social/emotional development, the most common items on the kindergarten and first grade report cards were "follows directions": 81% and 85% respectively; "exercises self-control": 73% and 75% respectively; and "listens attentively": 64% and 71% respectively. These items suggest a focus on student compliance rather than independence, initiative and active learning.

In contrast, the most common items related to processes and dispositions in the areas of language arts and mathematics seemed more related to students' active learning. For example, in kindergarten report cards, the most common

process and disposition items in language arts included: "expresses ideas clearly" (63%); "listens with understanding" (58%); and "takes part in group discussions" (47%). Those in mathematics included: "demonstrates an understanding of patterning" (63%); "demonstrates an understanding of classifying" (53%); and "demonstrates an understanding of one to one correspondence" (51%).

Differences in Coding Systems

Disparities between kindergarten and first grade report cards also included differences in the appropriateness of coding systems. Kindergarten report cards were more likely to utilize coding systems emphasizing continuous progress. First grade report cards were more likely to use coding strategies emphasizing competition and adherence to rigid expectations (see Figure 6).

Insert Figure 6 about here

Differences in Other District Practices Related to Developmentally Appropriate Practices

The districts demonstrated wide variability in relation to class size (mean=19 children, range=14-27) and adult-child ratio measured by the percent of time that a paraprofessional was in the room (mean=.44, range = 0-1.00). The districts also demonstrated variability in relation to the other practices explored. Retention rates ranged from 0-14% in kindergarten and from 0-12% in first grade. The inclusion of special needs children (measured by the percent of identified children included in regular classes) ranged from 0-100% in both kindergarten and first grade (see Table 5).

Insert Table 5 about here

Relationship of Reporting Strategies to Curriculum Revisions

There was some variation in the timing of the most recent curriculum revisions reported by school districts. All districts had revised their kindergarten and first grade language arts curriculum since 1986. Approximately 77% had revised this curriculum within the last four years. All districts had revised their mathematics curriculum since 1985. Over 79% had revised this curriculum within the last four years.

In contrast, six districts had not made revisions in either kindergarten or first grade report cards in at least 13 years. Forty eight districts (over 82% of the respondents) indicated that their report cards were linked to their curriculum; ten districts (over 17% of the respondents) indicated they were not.

Relationship of Reporting Strategies to Other District Practices

An analysis of the correlation of districts' report cards to other district practices reflecting developmentally appropriate practices yielded some interesting outcomes. Districts whose kindergarten report cards emphasized skills (rather than processes and dispositions) in language arts were significantly more likely to use an inappropriate coding strategy in kindergarten report cards ($r=.37$, $p<.005$). These districts were also more likely to retain children both in kindergarten ($r=.31$, $p<.05$) and in first grade ($r=.28$, $p<.05$).

Districts whose first grade report cards emphasized skills (rather than

processes and dispositions) in mathematics were more likely to use inappropriate coding systems in kindergarten report cards ($r=.35$, $p<.01$). In addition, they were less likely to include children identified as handicapped in their regular classes both in kindergarten ($r=-.44$, $p<.001$) and in first grade ($r=-.43$, $p<.005$).

Districts' report card coding systems also correlated significantly with other district practices. Districts with inappropriate coding systems in kindergarten report cards were less likely to include handicapped youngsters in regular first grade classes ($r=-.40$, $p<.01$) and more likely to retain youngsters in kindergarten ($r=.28$, $p<.05$). Districts with inappropriate coding systems in first grade report cards were more likely to retain youngsters in kindergarten ($r=.27$, $p<.05$).

No relationship was demonstrated between report card content or coding strategies and either class size or adult-child ratios.

Discussion

This study suggests that reporting devices used in Connecticut's public school districts vary greatly both among districts and between kindergarten and first grades in the degree to which they emphasize curriculum areas and the three dimensions of learning as well as in the developmental appropriateness of the coding system used to report students' progress.

In addition, although developmentally appropriate practices have received more emphasis in Connecticut in relation to kindergarten than to first grade curriculum (Connecticut State Board of Education, 1988), the kindergarten report cards analyzed in this study were less likely to include items related to dispositions and processes in comparison with the first grade report cards

and specifically in relation to language arts and mathematics items. First grade report cards were less likely to use developmentally appropriate coding systems when compared to the kindergarten report cards.

These outcomes suggest that parents may receive considerably different reports about their child depending upon the district in which they reside. In addition, as children progress from kindergarten to first grade, parents may receive reports about their child that differ significantly both in content and emphasis. These differences in reporting strategies are likely to influence parental expectations as well as their perceptions of their child's progress.

Differences in district placement practices, related to these reporting strategies, are also likely to have profound effects on the lives of children. In districts with more developmentally appropriate reporting practices, children are less likely to be retained in grade and handicapped youngsters are more likely to participate in inclusive classrooms. Thus in one district, a child might be retained in grade or placed in a segregated special needs class. In another, the same youngster might be continued into the next grade or included in a regular class group.

The reasons for the wide variability among report cards and related district practices were not the focus of this study. The researchers speculate that these differences may reflect in part the wide variation of Connecticut school districts. For example, this study includes a wealthy suburban district whose students include .2% economically disadvantaged and less than 8% living in single-parent families; a middle class suburb whose students include 3.8% economically disadvantaged and less than 18% living in single-parent families; and a poor inner city whose students include over 40%

economically disadvantaged and more than 45% living in single-parent families (State of Connecticut Department of Education, 1990).

In addition, Connecticut is a small New England state with a history of valuing independence. Its population of 3.2 million people is fragmented into 169 communities, almost all with a separate Board of Education that creates its own education policies. The independence of districts' school policies is suggested by responses to one of the questions in this study: 22 districts (over 37%) participating indicated on the questionnaire that they do not base their report cards on those from other Connecticut school districts.

Differences in timing of report card and curriculum revisions may also account for some of the variability; districts that have revised their curriculum and report cards more recently may be more likely to have report card items that reflect current early childhood educational perspectives.

Of particular interest is the surprising finding that kindergarten report cards were more likely than first grade cards to emphasize discrete skills and knowledge (rather than the processes and dispositions of learning). An enduring part-to-whole model of assessing learning of kindergarteners may be playing a role in this finding, despite the influence of "whole language" and hands-on mathematics curriculum approaches across Connecticut. In contrast, the more developmentally appropriate coding systems used in kindergarten report cards (compared to those in first grade) may reflect the more commonly held "developmental" view of kindergarten children's growth (compared to the more "academic" and hence competitive emphasis related to first graders' learning).

The significant relationships found between an emphasis on skills and inappropriate coding strategies on report cards and school district practices

reflecting less inclusion of handicapped children and more retention suggest that these strategies and practices are likely to go hand in hand. Perhaps districts that focus on discrete tasks for young children rather than the dispositions of learning and the application of learning in a meaningful context are more likely to hold rigid expectations which are more likely to result in limiting the inclusion of handicapped children and increasing retention rates.

Exemplary Reporting Devices and Future Practices

An examination of the report cards submitted for this study revealed that several districts have created reporting devices for both kindergarten and first grade that emphasize children's active learning. Some incorporate a balance of curriculum areas and the three dimensions of learning and use coding systems that focus on the individual child's progress. Examples of the language arts and mathematics items on two kindergarten report cards, one emphasizing discrete skills and knowledge, the other focusing on dispositions and processes, appear in Table 6.

Insert Table 6 about here

Recent efforts to create appropriate reporting strategies for young children have resulted in some outstanding models including those described in The Primary Program: Growing and Learning in the Heartland (Nebraska Department of Education, 1993), Project Construct (Missouri Department of Elementary and Secondary Education, 1992), The Work Sampling System: Omnibus Guidelines (Jablon, Marsden, Meisels & Dichtelmiller, 1994), Report Card on

Report Cards: Alternatives to Consider (Eds. Azwell & Schmar, 1995), Reaching Potentials: Transforming Early Childhood Curriculum and Assessment Volume 2 (Bredekamp & Rosegrant, Eds., 1995) and Communicating Student Learning: 1996 ASCD Yearbook (Ed. Guskey, 1996). These may serve as a resource to researchers and educators striving to develop reporting strategies in synchrony with best practices in early childhood education.

In contrast, the recent national focus on improving standards and President Clinton's call to measure achievement by a required test to move from elementary to middle school (Lawton, 1996, April 3)) carries with it the risk of a return to a simplistic emphasis on valuing discrete skills and knowledge (a dimension of learning easier to measure than processes or dispositions). This study suggests that such a change might likely bring with it an increase in student retentions and a reduction in the inclusion of special needs youngsters. Early childhood and special education professionals must remain strong advocates supporting programs that emphasize developmentally appropriate learning outcomes and preventing a return to less child-centered approaches to early childhood education.

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TABLE 1

DISTRIBUTION OF REPORT CARD ITEMS AMONG CURRICULUM AREAS
AS A PERCENT OF TOTAL REPORT CARD ITEMS

	KINDERGARTEN				FIRST GRADE			
CURRICULUM AREA	MEAN	MIN	MAX	SD	MEAN	MIN	MAX	SD
Language Arts	.28	.12	.44	.07	.30	.13	.46	.06
Mathematics	.17	.03	.35	.07	.16	.06	.46	.08
Creative Arts	.06	.00	.29	.06	.06	.00	.26	.04
Social Studies/ Science	.03	.00	.14	.10	.09	.00	.18	.06
Social Development	.32	.14	.70	.10	.32	.04	.58	.03
Physical Development	.14	.00	.32	.06	.08	.01	.15	.03

TABLE 2

DISTRIBUTION OF REPORT CARD ITEMS AMONG DIMENSIONS OF LEARNING
AS A PERCENT OF TOTAL REPORT CARD ITEMS

	KINDERGARTEN				FIRST GRADE			
DIMENSION OF LEARNING	MEAN	MIN	MAX	SD	MEAN	MIN	MAX	SD
Discrete Skills/Knowledge	.34	.09	.74	.12	.17	.06	.40	.08
Processes/Applications	.46	.21	.84	.11	.61	.38	.83	.10
Dispositions/Attitudes	.20	.06	.41.	.07	.232	.06	.49	.10

TABLE 3

DISTRIBUTION OF REPORT CARD ITEMS AMONG DIMENSIONS OF LEARNING
AS A PERCENT OF TOTAL LANGUAGE ARTS ITEMS

	KINDERGARTEN				FIRST GRADE			
DIMENSION OF LEARNING	MEAN	MIN	MAX	SD	MEAN	MIN	MAX	SD
Discrete Skills/Knowledge	.53	.00	1.00	.22	.21	.00	.60	.14
Processes/Applications	.40	.00	.92	.18	.67	.40	1.00	.15
Dispositions/Attitudes	.07	.00	.40	.08	.12	.00	.33	.16

TABLE 4

DISTRIBUTION OF REPORT CARD ITEMS AMONG DIMENSIONS OF LEARNING
AS A PERCENT OF MATHEMATICS ITEMS

	KINDERGARTEN				FIRST GRADE			
DIMENSION OF LEARNING	MEAN	MIN	MAX	SD	MEAN	MIN	MAX	SD
Discrete Skills/Knowledge	.41	.00	.83	.19	.30	.00	1.00	.20
Processes/Applications	.59	.17	1.00	.19	.62	.00	1.00	.22
Dispositions/Attitudes	.01	.00	.14	.03	.08	1.00	.33	.11

TABLE 5

DISTRIBUTION OF DISTRICT PRACTICES RELATED TO DEVELOPMENTALLY APPROPRIATE PRACTICE

	KINDERGARTEN				FIRST GRADE			
DISTRICT PRACTICES	MEAN	MIN	MAX	SD	MEAN	MIN	MAX	SD
Class Size	19	10	28	2.74	20	14	27	2.42
Percent Special Needs Children Included in Regular Classes	.80	.00	1.00	.32	.78	.00	1.00	.32
Percent Children Retained in Grade	.012	.00	.14	.02	.016	.00	.12	.12
Percent Time Assistant in Kindergarten Class	.44	.00	1.00	.43				

TABLE 6

EXAMPLES OF LANGUAGE ARTS AND MATHEMATICS ITEMS IN KINDERGARTEN REPORT CARDS

MORE DEVELOPMENTALLY APPROPRIATE DISTRICT	LESS DEVELOPMENTALLY APPROPRIATE DISTRICT
LITERACY DEVELOPMENT	**LANGUAGE ARTS SKILLS**
Enjoys stories and books	Recognizes taught letter forms
Is able to express ideas clearly	Recognizes taught letter sounds
Is able to retell a story in sequence	Recognizes rhyming words and phrases
Is increasing awareness of the concepts about print	Recognizes colors
Takes risks in writing	Identifies likenesses and differences in letters and words
Expresses ideas through writing and drawing	Willing to
Is able to associate letter sounds with printed symbol	Uses left to right progression
Alphabet recognition	Relates experiences
	Speaks clearly
	Uses complete sentences
	Participates in group discussions
MATH	**MATHEMATICAL SKILLS**
Recognizes, reproduces and extends patterns	Counts to ___
Sorts and classifies objects	Recognizes taught numerals to __
Counts to__	Writes numerals to ___
Recognizes numerals 0 to 10	Identifies geometrical shapes
Developing an understanding of:	Understands value of penny, nickel, dime
-Concepts of graphing	Understands taught concepts
-More than, less than, equal to	
-1:1 correspondence (matching)	
-the skills of problem-solving	
-the ability to estimate	
Effort	

FIGURE 1

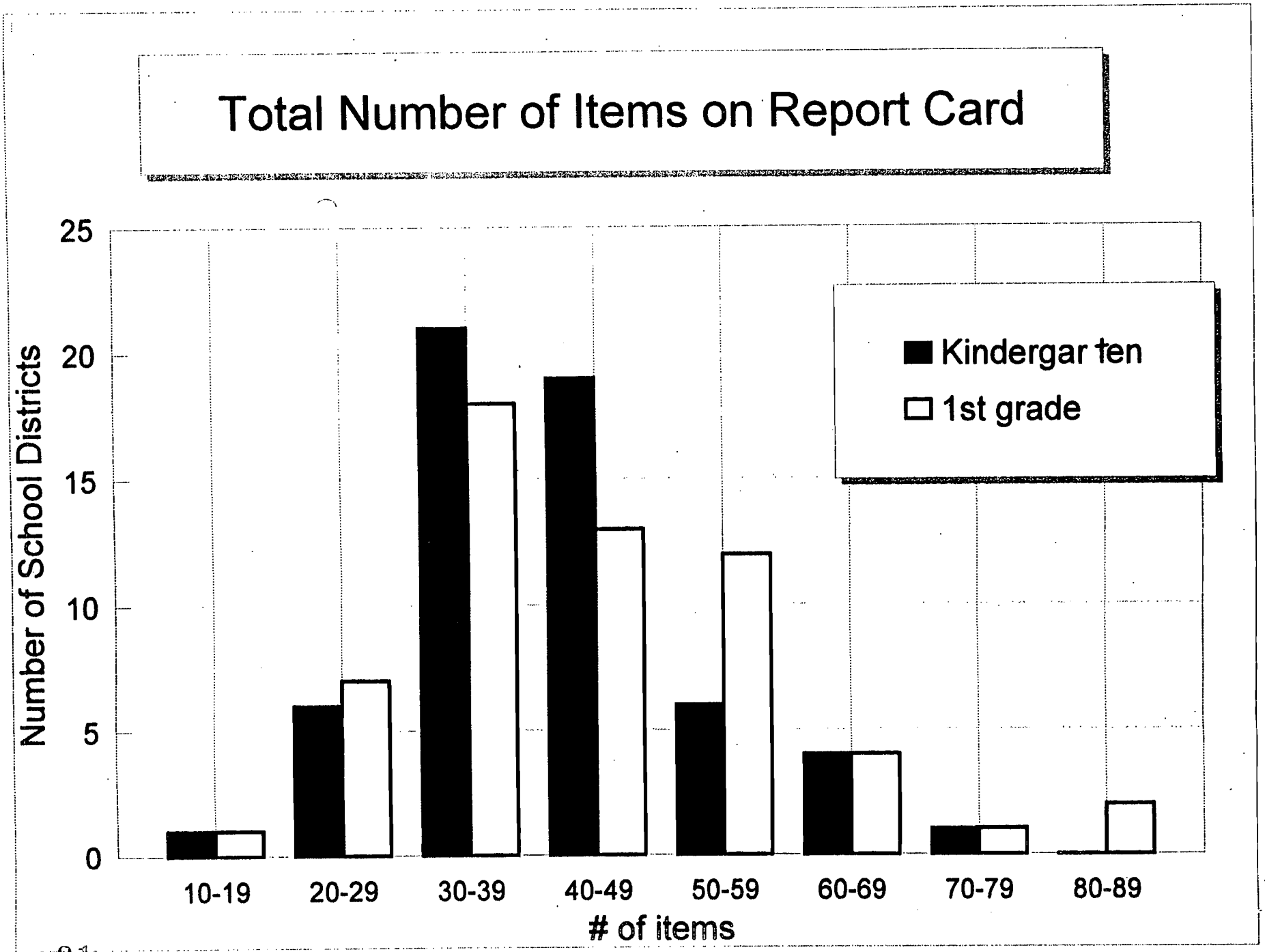

Total Number of Items on Report Card
Number of School Districts
25
20
15
10
5
0
Kindergar ten
1st grade
10-19
20-29
30-39
40-49
50-59
60-69
70-79
80-89
# of items

FIGURE 2

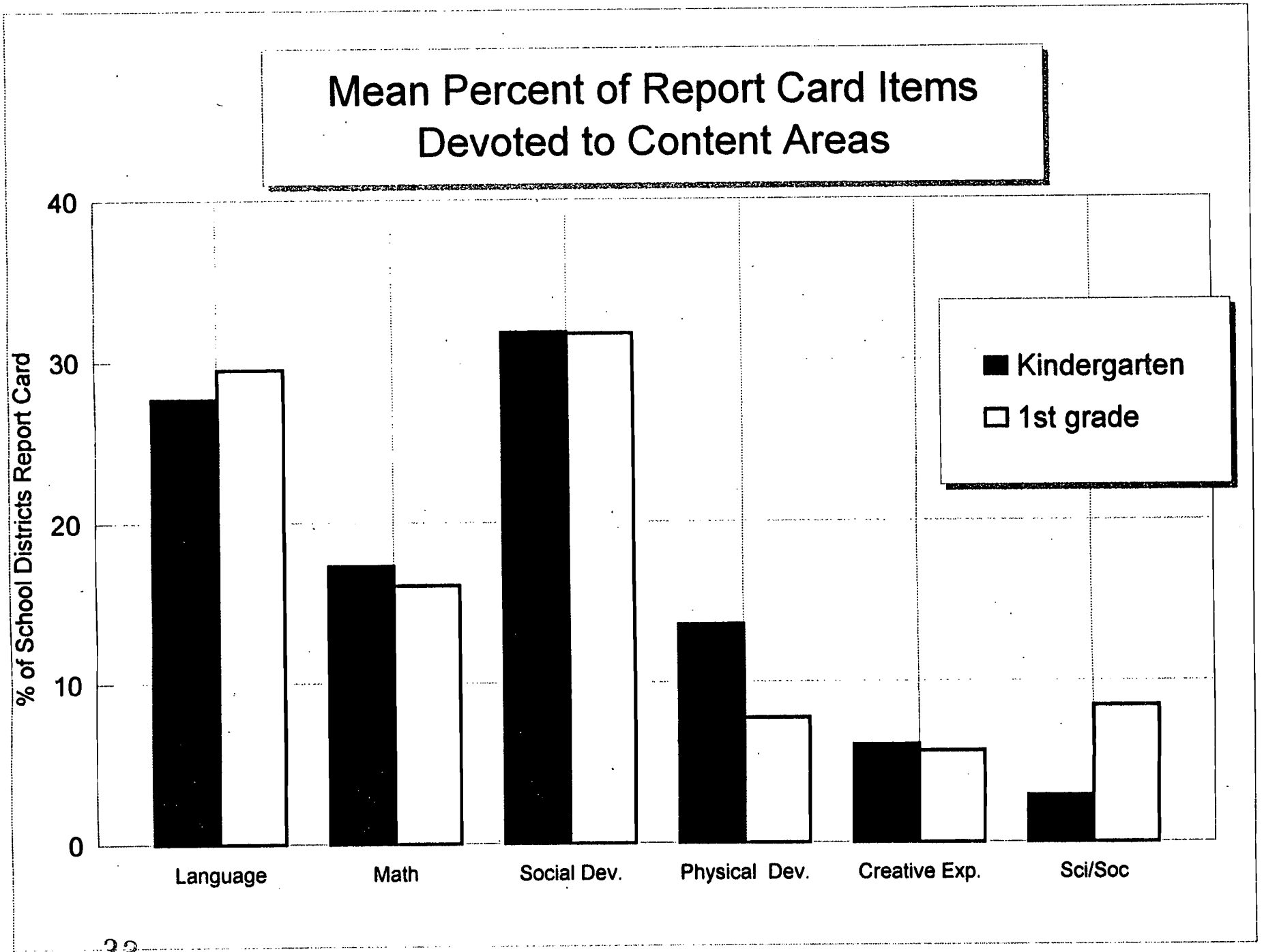

Mean Percent of Report Card Items Devoted to Content Areas
% of School Districts Report Card
40
30
20
10
0
Kindergarten
1st grade
Language
Math
Social Dev.
Physical Dev.
Creative Exp.
Sci/Soc

FIGURE 3

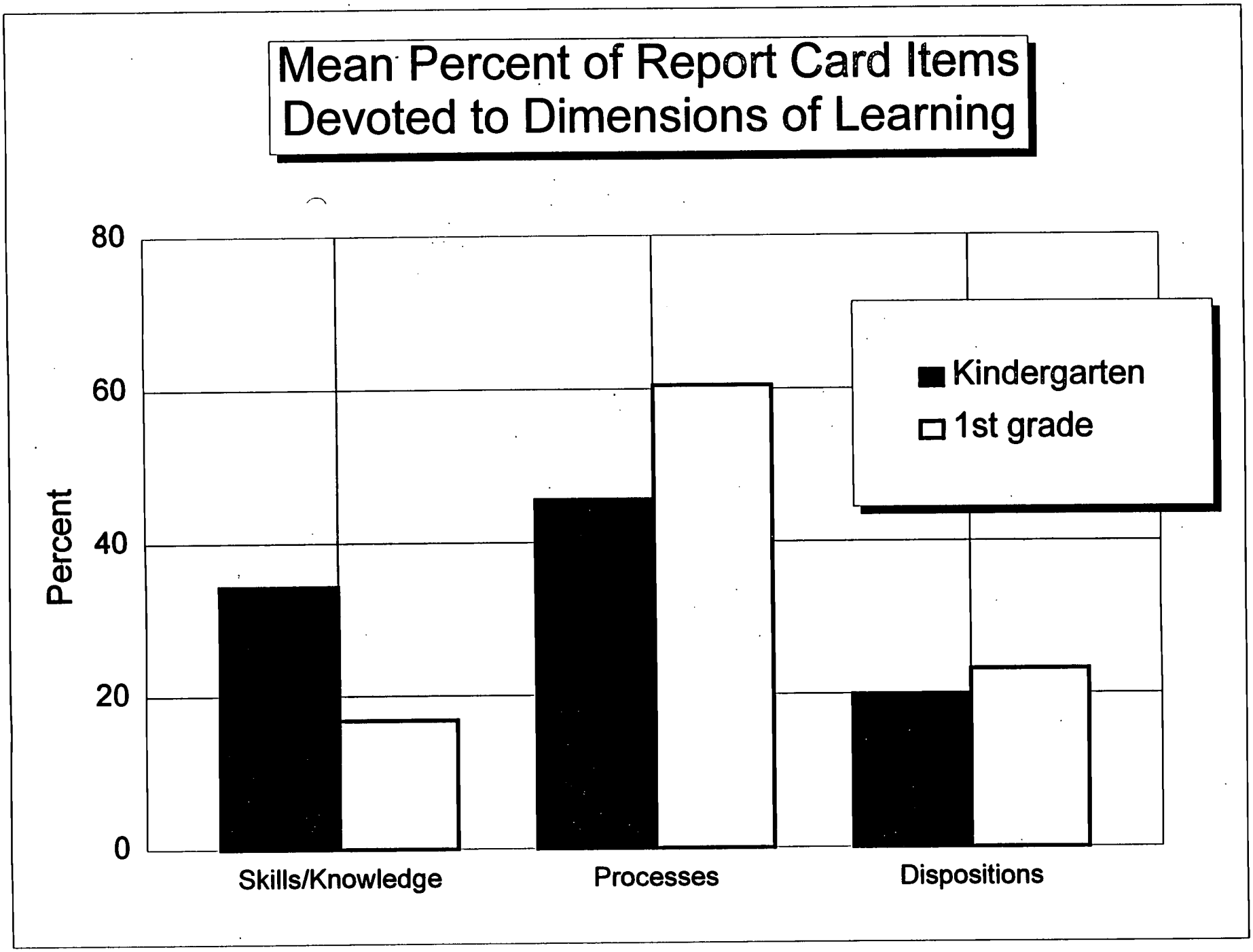

Mean Percent of Report Card Items Devoted to Dimensions of Learning
80
60
40
20
0
Percent
Kindergarten
1st grade
Skills/Knowledge
Processes
Dispositions

FIGURE 4

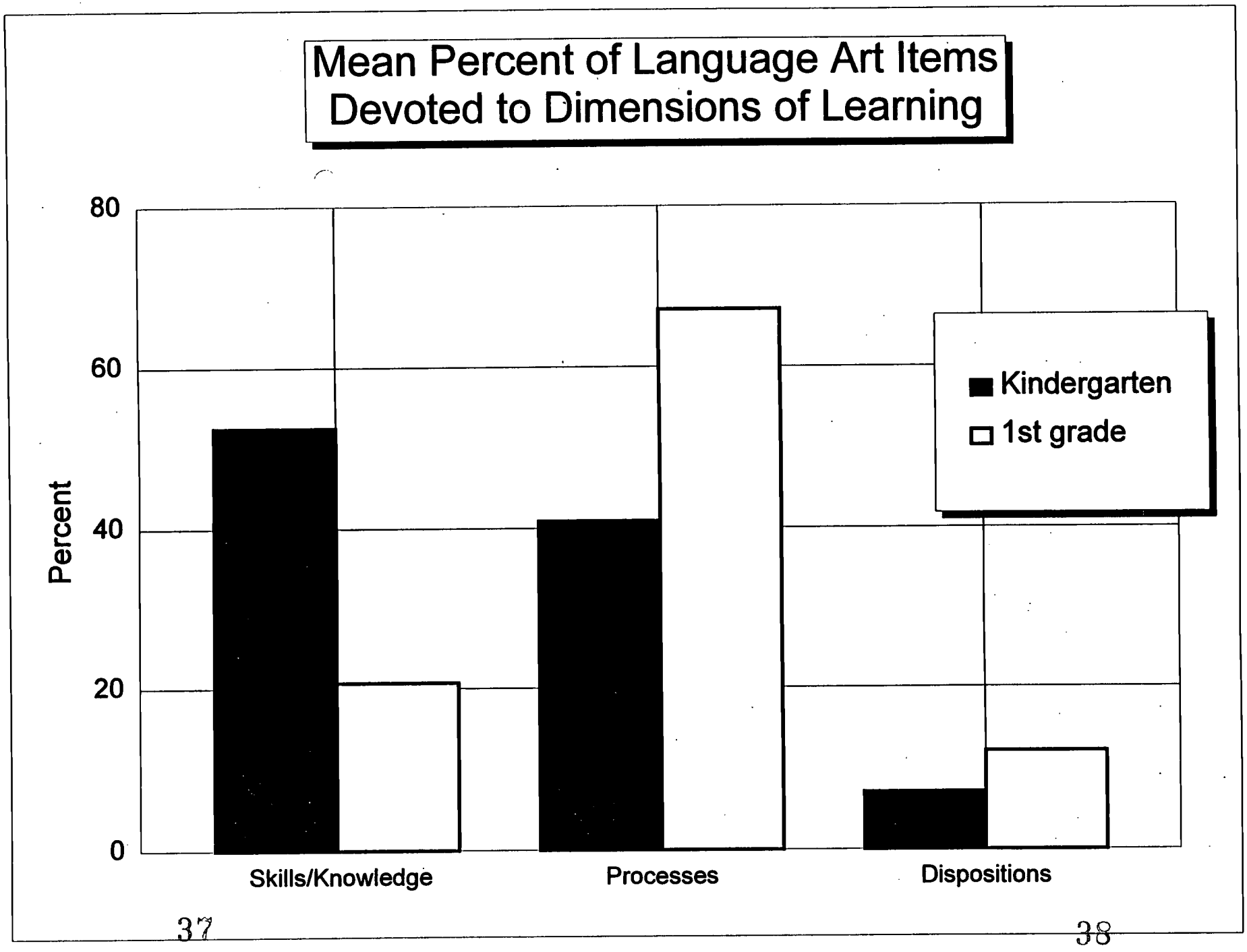

Mean Percent of Language Art Items Devoted to Dimensions of Learning
80
60
40
20
0
Percent
Kindergarten
1st grade
Skills/Knowledge
Processes
Dispositions

FIGURE 5

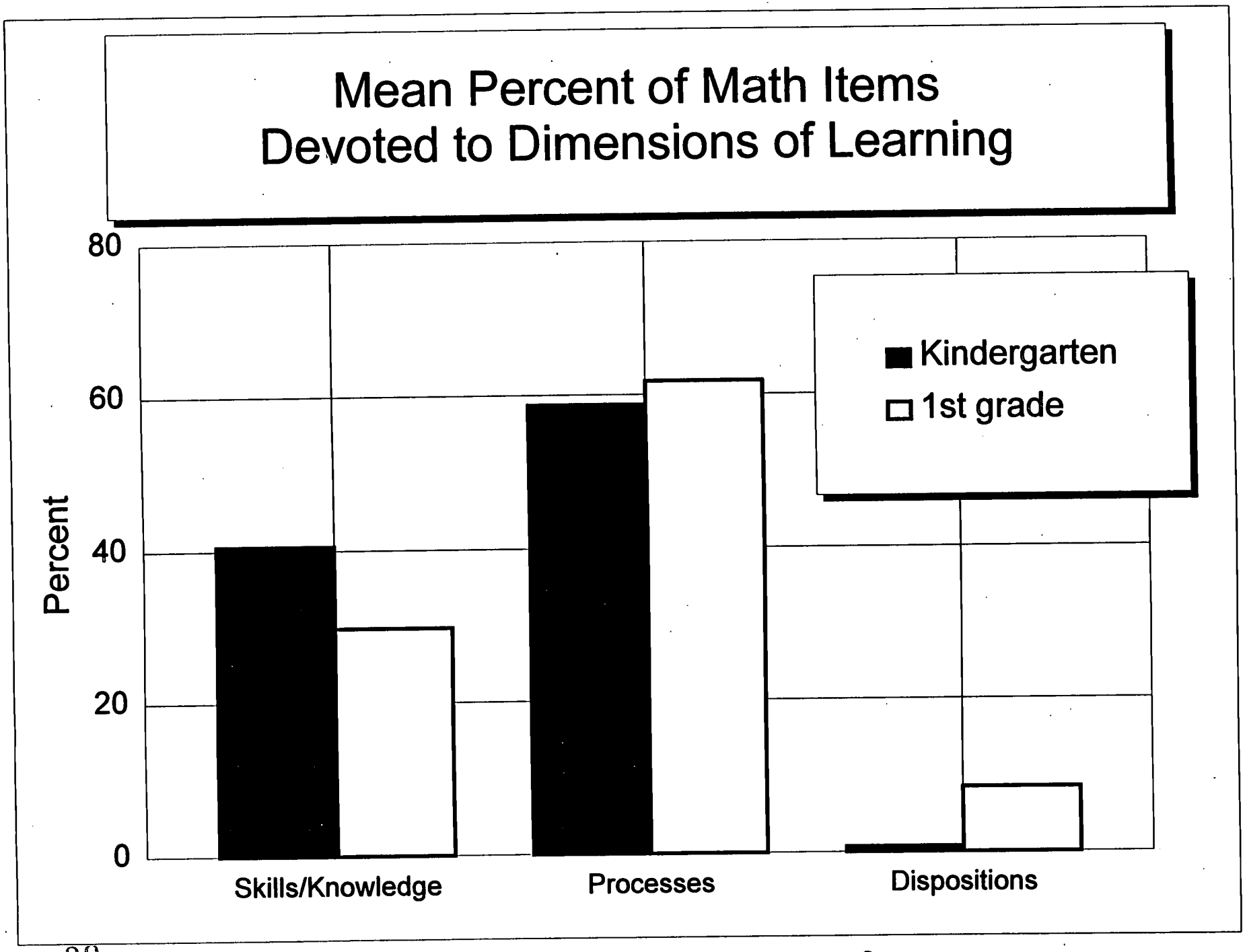
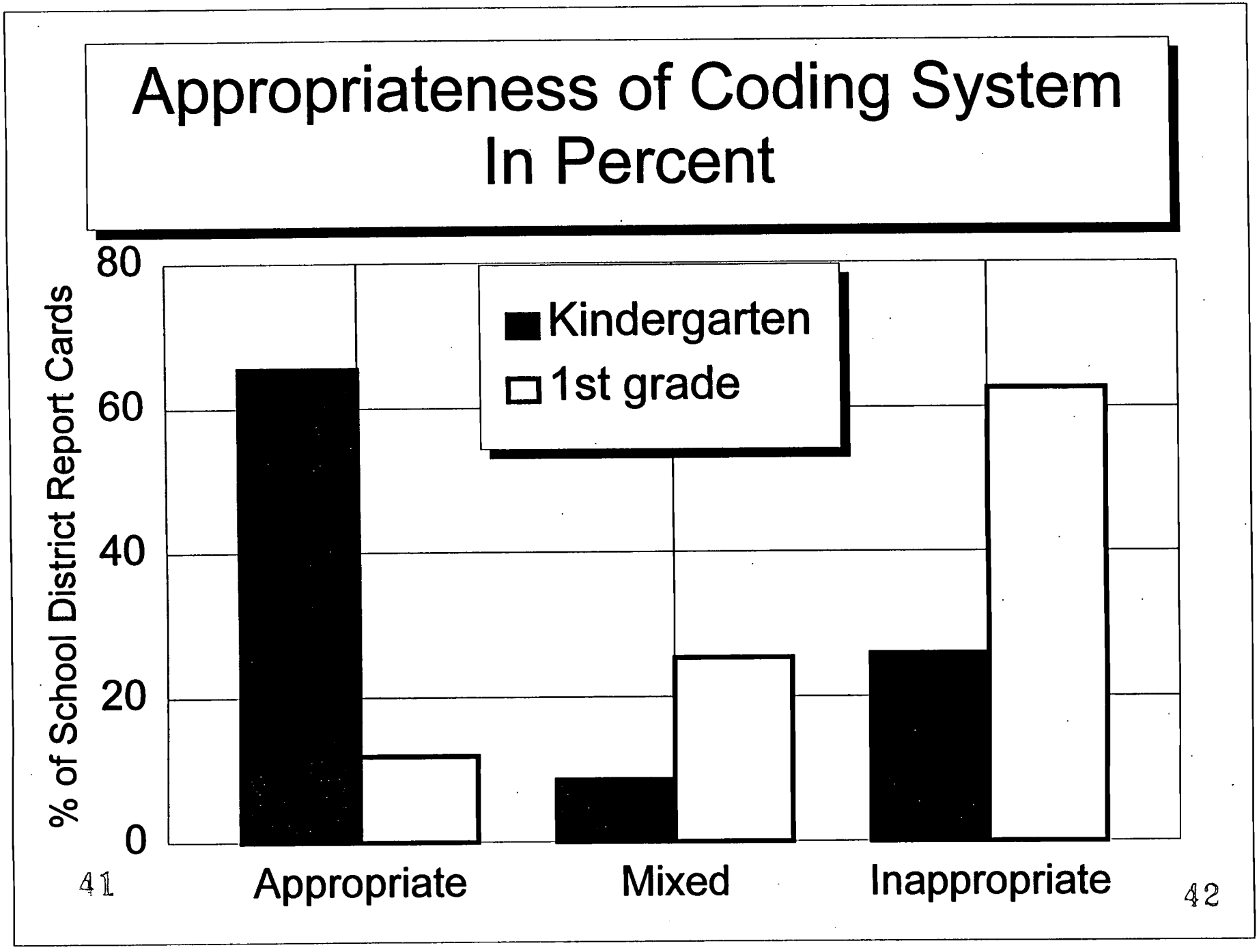

Mean Percent of Math Items
Devoted to Dimensions of Learning
80
60
40
20
0
Percent
Kindergarten
1st grade
Skills/Knowledge
Processes
Dispositions

FIGURE 6


Appropriateness of Coding System
In Percent
% of School District Report Cards
80
60
40
20
0
Kindergarten
1st grade
Appropriate
Mixed
Inappropriate

TM025558

AERA April 8-12, 1996

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