



A Parent's Guide to  
Standards-Based Report Cards

Dear Parents/Guardians,

As the School District of Pickens County continues to improve teaching and learning for all students, we know that parents and families are our most valuable partner. This is especially true as the district works with the South Carolina College- and Career-Ready Standards (SCCCR) for what every child should know and be able to do in each subject area and grade level. The SCCCR Standards set high expectations for students, staff, and schools. Achieving these college- and career-ready standards require continuous progress monitoring and involves targeted support as needed. Like teachers, parents need accurate and meaningful information, particularly information about student strengths and challenges, to better understand and support student learning. Standards describe what a student should know and be able to do by the end of the year in each grade level in all subjects. The report card will provide valuable information on your student's performance to the standards. The report card also provides information on your child's work habits, behavior, and effort as we strive to help children reach their full potential as outlined in the Profile of the SC Graduate.

The Standards Based Report Card is helpful in many ways. First, it clarifies and reinforces consistent, high expectations for all SDPC students and schools. Second, the report card helps teachers, students, and families focus on the standards throughout the school year. Finally, and most importantly, the report card provides specific feedback on progress to the standards so students, families, and teachers can work together to set meaningful goals for improvement. Information on which big ideas and concepts each child has learned and what work is still needed for success in the next grade level helps ensure that your child receives additional support, at home and school, when needed.

This Parent Handbook provides information about the report card, including frequently asked questions and additional background information, a description of proficiency levels, a sample report card, further detail on the content area standards included on the report card, and a list of additional resources for parents. I hope you will find the Parent Handbook and the standards-based report card system helpful. Please feel free to contact your child's school if you have questions or concerns.

Sincerely,

Traci T. Boyles  
Director of Early Childhood and Elementary  
Education  
School District of Pickens County

The graphic is titled "PROFILE OF THE South Carolina Graduate" and is set against a blue background. It features a central globe with a yellow and blue color scheme. The globe is surrounded by three main sections: "WORLD-CLASS KNOWLEDGE" on the left, "WORLD-CLASS SKILLS" on the right, and "LIFE AND CAREER CHARACTERISTICS" at the bottom. Each section contains a list of specific attributes and skills. At the bottom of the graphic, there is a copyright notice and logos for "transformSC" and "SOUTH CAROLINA GOES ON COMPETITIVENESS".

**PROFILE OF THE South Carolina Graduate**

**WORLD-CLASS KNOWLEDGE**

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

**WORLD-CLASS SKILLS**

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

**LIFE AND CAREER CHARACTERISTICS**

- Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

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Adopted by: SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.

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Transforming what's possible for our students

AN INITIATIVE OF **SOUTH CAROLINA GOES ON COMPETITIVENESS**

# Description of Grading Criteria

<b>M</b>	<p><b>Meeting Expectations</b></p> <p>Student is meeting expectations for mastery of standards/indicators that have been taught during this grading period. Student grasps and <b>consistently</b> applies concepts, processes, and skills with limited errors.</p>
<b>A</b>	<p><b>Approaching Expectations</b></p> <p>Student is approaching mastery of standards/indicators that have been taught during this grading period. Student is making progress towards the standards/indicators but may not consistently demonstrate knowledge of the standard. Full standards and indicators will continue to be taught and assessed at the end of the grading period.</p>
<b>E</b>	<p><b>Emerging Understanding of Expectations</b></p> <p>Student is showing initial understanding of standards/indicators that have been taught during this grading period. Student is making minimal progress towards the standards/indicators and additional support is needed in this area. Full standards and indicators will continue to be taught and assessed at the end of the grading period.</p>
<b>NM</b>	<p><b>Does Not Meet Expectations</b></p> <p>Student is below what is expected regarding standards and indicators assessed in this grading period. Ongoing support and development is needed in this area. Full standards and indicators will continue to be taught and assessed at the end of the grading period.</p>
	<p><b>Not Yet Assessed</b></p> <p>The standard is not assessed during this quarter and will be reported at a different time.</p>

## Profile of the Learner

Work habits and effort are often closely related to student achievement. Teachers observe these behaviors to help students build the soft skills necessary for success in life. It is the goal of the School District of Pickens County to have each student working to his or her potential to achieve at the highest possible level. The world-class knowledge and skills combine with life and career characteristics to help students meet the Profile of the SC Graduate.

## Teacher Comments

Teacher comments will address:

- Student strengths and/or areas of concern, both academic and behavioral
- Individual student goals or needs regarding what is necessary to reach grade level expectations

## What Student Evidence Determines Grades?

As students work toward achieving grade level expectations in all curriculum areas, teachers carefully consider the following in determining progress in all academic and special areas:

- a collection of work over time;
- daily written or oral tasks;
- application of skills; and
- periodic assessments (quizzes, tests, performance tasks).

## How Can I Help My Child at Home?

Reading and mathematical thinking require practice. You are your child's first teacher, and we encourage you to continue to be involved in his/her learning. You can support your child's achievement by:

- Reinforcing what he/she is learning at school;
- Listening to your child read to you every day;
  - See the Read to Succeed - SC Reads Website for great resources
  - <https://screads.org/read-to-succeed/>
- Helping your child develop number sense;
  - See the Help With Math SC Website for great resources
  - <https://helpwithmathsc.org/>
- Allowing your child to complete homework with your support and guidance but still letting him/her complete it on his/her own. Homework is an opportunity for your child to practice skills learned at school. Make sure you provide a quiet place and time for homework, without distractions like TV.

# Report Card Sample

					School District of Pickens County Kindergarten Report Card 18-19				
					Student: School: Teacher: Principal:		M= Meeting Expectations A= Approaching Expectations E= Emerging Understanding of Expectations NM= Does Not Meet Expectations □ =Not Yet Assessed **=Standard is assessed with guidance and support		
Grading Periods									
Q1	Q2	Q3	Q4	Reading - Literary Text (RL) and Informational Text (RI)					
				Understands basic features of print (RI1, RL1)					
				Understands spoken words, syllables, and sounds (RI2, RL2)					
				Uses what they know about letter-sound relationships/patterns to read grade-level words (RI3, RL3)					
				Fluently reads with accuracy and fluency to support understanding (RI4, RL4)					
				Understands words and sentences in context, including identifying key details and supporting ideas and their relationships as they appear within and across texts (RI5, RL5)					
				Analyzes how main ideas and supporting details are developed in texts and how different media formats and digital media formats shape the ways in which content is presented (RI6, RL6)					
				Compares and contrasts familiar texts or topics** (RI7, RL7)					

Q1	Q2	Q3	Q4	Profile of the Learner				
				Follows directions and school rules				
				Participates and shows continued effort to complete task(s)				
				Works independently				
				Works cooperatively in small groups				
				Treats others with respect				
				Seeks help when needed				
				Adjusts well to changes in routines and environments				
				Expresses emotions with appropriate words and actions				

Q1	Q2	Q3	Q4	Related Arts				
				Art				
				Physical Education				
				Music				
Q1	Q2	Q3	Q4	Attendance				
				Days Present				
				Days Absent				
				Days Tardy				
				Grade Assigned 2019-2020:				

Teacher Comments:									
Additional comments about your child's progress will be entered here.									

## Frequently Asked Questions

- **How does a standards-based report card help parents?**
  - Standards-based report cards enable parents to receive accurate information based on cumulative student progress throughout the grading period. In addition, they promote more detailed and meaningful conversations at parent/teacher conferences, allow for careful and precise monitoring of student achievement, and reflect grade-level standards and expectations so parents gain a complete idea of student progress.
  
- **Why are some areas shaded?**
  - It is possible that while a standard is introduced and assessed throughout the year, it may not be reported until later in the year when students have had more time to demonstrate sufficient understanding.
  
- **What if a child is not even progressing toward a grade level standard?**
  - If a student is working below a grade level standard and needs to be taught that corresponding standard at a lower grade level, the student would receive an NM (not meeting expectations, below what is expected) on the report card. This is because the skills which the student needs to be taught are actually prerequisite skills necessary to eventually meet the grade level standards.
  
- **Can a student perform at M (meeting expectations) and then move to an A (approaching expectations) or E (emerging understanding of expectations) in the next grading period?**
  - The expectations change from one grading period to the next as students move toward the end of grade-level expectations. This means a student may be progressing toward the grade-level expectation during the first grading period, but as the expectations increase, the student may not demonstrate the same level of proficiency during the next grading period.