



GCS 5K Report Card Teacher Guide—2015-2016

The 5K Standards-Based Report Card is designed to inform parents about each child's progress in mastering South Carolina Academic Standards. These standards establish high and challenging expectations for all students in preparing them to be college and career ready.

The standards listed represent the general expectations and "big ideas" that should be accomplished by the end of the 5K year. However, the report card does not include all standards taught. Keep in mind that all children learn and develop at different rates and have different strengths and needs. Many of the skills listed build on one another and thus demonstrated competency will often not be observed until the last nine weeks of the school year. A mark of "M" is the expected end-of-year goal and indicates that the student has met or exceeds the requirements of the standard listed. The expectation is that most students will achieve a "M" for most standards listed by the end of the year.

<p>Report Card Timeframe—The Report Card is completed 1st, 2nd, 3rd, and 4th quarters following the GCS district calendar (http://www.greenville.k12.sc.us/Calendar/docs/admincal_1516d.pdf) The report card is NOT entered in PowerTeacher. Each teacher will print a copy each quarter and place the final report card in the student's permanent record.</p>											
<p>Rating Skills—Skills should be rated based on the curriculum taught and on <u>MULTIPLE</u> types of supporting data rather than a one-time assessment. Supporting data may include teacher observations, checklists, anecdotal records, math journals, writing samples, reading benchmarks, and other informal/formal assessment activities.</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center; margin: 10px auto; width: fit-content;"> <p>In order to mark a skill "M" the student must consistently demonstrate all parts of the skill listed</p> </div>	<p>Academic Skills Indicators—</p> <table border="1"> <tr> <td>M</td> <td>The student consistently meets or exceeds end-of-year expectations for this standard</td> </tr> <tr> <td>P</td> <td>The student shows expected growth/progress in meeting this end-of-year standard</td> </tr> <tr> <td>B</td> <td>The student is beginning to progress toward meeting this end-of-year standard</td> </tr> <tr> <td>N</td> <td>The student needs intensive support at school and home to develop this end-of-year standard</td> </tr> <tr> <td></td> <td>If left blank, this standard was not addressed or assessed during this reporting period</td> </tr> </table>	M	The student consistently meets or exceeds end-of-year expectations for this standard	P	The student shows expected growth/progress in meeting this end-of-year standard	B	The student is beginning to progress toward meeting this end-of-year standard	N	The student needs intensive support at school and home to develop this end-of-year standard		If left blank, this standard was not addressed or assessed during this reporting period
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<p>Successful Learner Characteristics Indicators—The successful learner characteristics are aligned with the <i>Profile of A South Carolina Graduate</i> and are critical for students to be college and career ready.</p> <p>4=student consistently demonstrates the characteristic 3=student demonstrates the characteristic most of the time 2=student demonstrates the characteristic some of the time 1=characteristic is not yet evident</p>	<p>Related Arts (RA) Indicators— RA teachers will keep an ongoing class assessment list noting if students have met (M) or are making progress (P) towards meeting the overall RA standards for that particular 9 weeks. The related arts teacher will provide a class list with either (M) or (P) for each student to the classroom teacher by the end of quarter deadline as determined by each school. The classroom teacher will enter the RA indicator (M) or (P) on each student's report card.</p> <p>M—meets related arts standards P—making progress towards related arts standards</p>										
<p>Comments Section—a comment section is provided for each quarter. Written comments are not required</p>											
<p>Interim Progress Reports—</p> <ul style="list-style-type: none"> Completed at mid-term of second, third, and fourth nine weeks Must use district template Purpose is to ensure that parents are advised in a timely manner regarding student progress, especially as it relates to students experiencing significant difficulties Include strengths and needs. A bank of comments can be found on Rubicon Atlas, search "report cards" 											

Kindergarten Report Card—2015-2016—TEACHER RESOURCE

Student:	
School:	
Teacher:	

The purpose of this report card is to describe a student's learning progress in the classroom based on South Carolina State Academic Standards and learner characteristics.

ACADEMIC SKILLS INDICATORS					
M	The student consistently meets or exceeds end-of-year expectations for this standard	Q1	Q2	Q3	Q4
P	The student shows expected growth/progress in meeting this end-of-year standard				
B	The student is beginning to progress toward meeting this end-of-year standard				
N	The student needs intensive support at school and home to develop this end-of-year standard				
	If left blank, this standard was not addressed or assessed during this reporting period				

READING	Q1	Q2	Q3	Q4
Demonstrates understanding of the organization and basic features of print				
Demonstrates understanding of spoken words, syllables, and sounds				
Identifies all upper- and lower-case letters				
Identifies and uses sounds of the alphabet				
Decodes grade level words (consonant sounds, vowel sounds, word patterns)				
Reads with sufficient accuracy/fluency to support comprehension				
Uses details and information in pictures to understand texts				
Retells important events/ideas from the text with support				
Identifies characters, settings, events, and ideas in a story				
Asks and answers questions, refers to key details, and makes inferences about texts with support				
WRITING AND LANGUAGE	Q1	Q2	Q3	Q4
Perseveres in writing tasks for a variety of purposes and audiences				
Uses a combination of drawing, dictating, and writing to compose narrative texts				
Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts				
Uses a combination of drawing, dictating, and writing to compose opinion texts				
Capitalizes: first word in sentence and "I"; uses end punctuation (. ? !)				
Spells simple words phonetically				
Prints upper- and lower-case letters				
COMMUNICATION	Q1	Q2	Q3	Q4
Explores and creates meaning through conversation, drama, questioning, and story-telling				
Participates in collaborative conversations				
SCIENCE	Q1	Q2	Q3	Q4
Applies science and engineering practices to develop understandings of science content				
Understands organisms and how they depend on the environment				
Understands daily and seasonal weather patterns				
Understands observable properties of objects				

MATHEMATICS	Q1	Q2	Q3	Q4
Counts to 100 by 1s (Q1=10; Q2=50; Q3=100; Q4=100)				
Counts to 100 by 10s				
Writes numerals to represent a number of objects up to 20 (Q1=10; Q2=20)				
Counts to tell the number of objects up to 20				
Identifies <i>more than</i> , <i>less than</i> or <i>equal to</i> by comparing objects				
Identifies <i>more than</i> , <i>less than</i> or <i>equal to</i> by comparing two written numerals				
Identifies 1st through 5th and last positions in a line of objects				
Composes and decomposes numbers 11-19 using objects and drawings				
Uses models, drawings, equations to solve addition word problems up to 10				
Uses models, drawings, equations to solve subtraction word problems up to 10 (Q1= 5, Q2=10)				
Composes and decomposes numbers up to 10 using objects, drawings, equations				
Fluently adds and subtracts up to 5				
Describes simple repeating patterns (e.g., AB, AAB, ABB, ABC)				
Describes positions of objects (below, above, beside, between, inside, outside, in front of, behind)				
Names and describes basic shapes (2D-triangle, square, rectangle, hexagon, circle=Q1; 3D- cone, cube, cylinder, sphere=Q4)				
Analyzes and compares shapes that are 2D and 3D				
Draws 2D shapes and creates models of 3D shapes				
Identifies and compares attributes of objects—length, weight, shorter/longer, lighter/heavier				
Classifies and represents data using graphs to draw conclusions				
SOCIAL STUDIES	Q1	Q2	Q3	Q4
Identifies natural features/relationships in surroundings				
Identifies key places on a simple map				
Identifies concepts of American democracy (figures/symbols/holidays)				
Explains purpose of rules, consequences, and authority figures				
Compares daily lives of families in both past and present				