



# A PARENT'S GUIDE TO STANDARDS-BASED REPORT CARDS

A guide for parents that explains the essential components of a standards based teaching, learning, assessment, and reporting system

Heard County School System

Dear Parents/Guardians,

As the Heard County School System 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 on more rigorous standards for what every child should know and be able to do in each subject area and grade level. The Georgia Standards of Excellence set high expectations for students, staff, and schools. Achieving these career and college ready standards requires continuous progress monitoring and providing targeted support as needed.

Like teachers, parents need accurate and meaningful information--particularly information about student strengths and challenges in performing to high expectations--to better understand and support student learning. Standards describe what a student should know and be able to do at each grade level in all subjects. We will phase in new Standards Based Report Cards beginning this year, 2017-2018, with Kindergarten. First Grade will implement a Standards Base Report Card in 2018-2019. Second Grade will implement a Standards Based Report Card in 2019-2020. We believe that the report cards are a positive step in better communicating grade-level expectations for student learning. The report card will provide valuable information on your student's performance to the standards—from basic to advanced levels. The report card also provides information on your child's work habits, behavior, and effort.

The Standards Based Report Card is helpful in many ways. First, it clarifies and reinforces consistent, high expectations for all HCSS 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 new 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 being implemented at your child's school, 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,



Marianne W. Cole  
Assistant Superintendent

# Description of Grading Criteria

<p><b>4</b></p>	<p>Advanced: Excels at Heard County School's grade level expectations, produces exemplary work</p> <ul style="list-style-type: none"> <li>• Student is consistently <b>exceeding the standard</b> for the grade level.</li> <li>• Student grasps, applies, and independently extends key concepts, processes, and skills</li> </ul>
<p><b>3</b></p>	<p>Meets: Satisfactory performance at Heard County School's grade level expectations, produces quality work</p> <ul style="list-style-type: none"> <li>• Student is <b>meeting the standard</b>.</li> <li>• Student demonstrates proficiency</li> <li>• Student grasps and applies concepts, processes, and skills with limited error.</li> </ul>
<p><b>2</b></p>	<p>In Progress: Progressing toward performance at Heard County School's grade level expectations.</p> <ul style="list-style-type: none"> <li>• Student is <b>making progress towards the standard</b> for the grade level.</li> <li>• Student is beginning to grasp and apply key concepts, processes, and skills</li> </ul>
<p><b>1</b></p>	<p>Not Developed: Does not meet Heard County School's grade level expectations. Requires teacher direction, support, and assistance to learn and use skills, concepts, or strategies</p> <ul style="list-style-type: none"> <li>• Student is <b>making minimal progress towards the standard</b> for the grade level.</li> <li>• Student is working below grade level.</li> <li>• Additional development and improvement is needed.</li> </ul>
	<p>Not assessed at this time</p> <p>Not covered in instruction for this reporting period, or inadequate evidence of student achievement available to make a determination</p>

## Teacher Comments

Teacher comments will address:

- Numerical ratings for applicable standards (for example 50/52 for the student who prints 50 of the required 52 letters correctly).
- Student strengths and/or areas of concern, both academic and behavioral;
- Individual student goals or an action plan regarding what is necessary to reach grade level expectations; and

## Characteristics of the Learner

Work habits and effort are often closely related to student achievement. It is the goal of Heard County Schools to have each student working to his or her potential to achieve at the highest possible level and to achieve or make progress towards grade level standards.

## 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).

# Sample Report Card

## Heard County Elementary School

Paul Mixon, Principal    706 675-3687  
4647 Pearidge Road  
Franklin, GA 30217

## Student Name: Johnny Smith

Grade: Kindergarten    Student ID: 123  
Homeroom Teacher: Jones, Jane  
Date: October 17, 2017

LITERACY DEVELOPMENT							
Reading Standards: Foundational Skills				N1	N2	N3	N4
Follows words from left to right, top to bottom and page-by-page							
Identifies high-frequency sight words	3						+1
Recognizes and names UPPER-CASE letters	2						+2
Recognizes and names lower-case letters	2						+3
Matches letter sounds to letters-consonants	1						+4
Matches letter sounds to letters-vowels	1						+5
Blends sounds in read words	2						

Student achievement is reported by standard within each domain.

MATHEMATICS					
	N1	N2	N3	N4	
Orally counts to 100 by ones	1				+6
Orally counts to 100 by tens	3				+7
Counts and labels sets 0 to 20	4				+8
Identifies greater than, less than and equal to					
Represents addition					
Names 2 D shapes (circle, rectangle, triangle, square, hexagon)					
Names 3 D shapes (cone, sphere, cube, cylinder)					
Represents subtraction					
Compares objects using measurement					

Standards not assessed this marking period have a grayed out box.

Reading Standards: Literature and Informational Text				
Reads text with purpose and understanding				

Language & Writing				
Uses Complete sentences	2			
Spells phonetically when writing				
Writes 2-3 sentences on the same topic				

This section contains teacher comments including information on standards with a set number of items measured.

Handwriting				
Forms numbers and letters correctly	2			

Speaking & Listening				
Speaks clearly with correct volume	2			
Asks and answers questions	2			

Comments
*1 14/14
*2 24/26
*3 21/26
*4 10/21
*5 2/10
*6 29/100
*7 100/100
*8 Labels to 20

Student Name: Johnny Smith

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Characteristics of the Learner	N1	N2	N3	N4
Seeks help when needed	2			
Pays attention	2			
Displays motivation/ enthusiasm for learning	2			
Works independently	2			
Adjust well to changes in routines and environments	2			
Expresses emotions and needs with appropriate words and actions	2			
Treats others with respect	2			
Follows directions and school rules	2			
Respects the property of others	2			

Characteristics of the Learner are reported here.

This section contains general information for parents.

**Notes for Parents**

There is power in PowerSchool! Sign up to receive automatic email alerts regarding grades through PowerSchool. Contact the school to learn how.

Get the PowerSchool Mobile App at the App Store or Google Play.  
 Heard County Schools' district code is BQTM.

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I would like to request a conference with the teacher.    YES    NO  
 Please indicate the best day and time for a conference.

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Please sign and return.

Parent/ Guardian Signature: \_\_\_\_\_

Other Subject Areas:	N1	N2	S1	N3	N4	S2	YR
Science	M						
Social Studies	M						
Health							
Art	P						
Computer Literacy	P						
Music	P						
Physical Education	P						

Attendance is reported

ATTENDANCE	N1	N2	N3	N4
Days Absent	4	0	0	0
Days Tardy	3	0	0	0

These are the levels of proficiency used to measure student progress toward mastery of the Georgia Standards of Excellence.

**Progress Codes Include:**

**EX(4)** = Student is consistently exceeding the standard for the grade level. Student grasps, applies, and independently extends key concepts, processes, and skills.  
**M(3)** = Student is meeting the standard. Demonstrates proficiency and with limited errors, grasps and applies concepts, processes, and skills.  
**IP(2)** = Student is making progress towards the standard for the grade level. The student is beginning to grasp and apply key concepts, processes, and skills.  
**ND(1)** = Student is making minimal progress towards the standard for the grade level. The student is working below grade level. Additional development and improvement is needed.

E = Exceeds Standard  
 M = Meets Standard  
 N = Does not meet Standard  
 P = Pass  
 F = Fail

A blank indicates that a skill has not been taught or more evidence needs to be collected at this time.

## 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 marking 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 a 1 (in progress toward meeting the standard) 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.

- Why are there no letter grades or numerical grades on a 100 point scale?

A standards-based report card's Key for Academic Progress approach (4,3,2,1) provides information about student achievement without the need for letter grades or numerical grades on a 100 point scale. These traditional grades follow a teacher's individual assessments and expectations and do not show a student's performance toward Georgia's Standards of Excellence.

- Can a student perform at a level 2 and then move to a level 1 in the next marking period?

The expectations change from one marking 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 marking period, but as the expectations increase, the student may not demonstrate the same level of proficiency during the next marking period.