

Spartanburg School District Six – Kindergarten Report Card Teacher Guide

The purpose of the District Six report card is to communicate with parents and students about the achievement of specific learning standards. It identifies students' levels of achievement with regard to those standards, areas of strength, and areas where additional time and effort are needed to help students be successful.

The standards listed on the report card represent most of the priority instructional standards identified by the SC Department of Education that should be accomplished by the end of the kindergarten year. We know that children learn and develop at different rates and have different strengths and needs. Many of the skills listed build on one another, so meeting the year-end expectation for some students may take until the end of the year. **The goal and expectation is that students will achieve an “M” for most standards listed by the end of the kindergarten year. In addition, not all individual standards are represented on the report card. It is merely a snapshot of what a student is expected to master. The provided checklist addresses a more detailed list of ELA standards to determine specific areas of mastery.** [2024 K5 ELA Standards Checklist](#)

SCCCR Standards for ELA and Math: This one page report card is a parent-friendly, consolidated version of the current SCCCR standards. Please refer to our district scope and sequence guides for reading and math support and pacing of all standards.

Q1, Q2, Q3, and Q4 – These indicate four quarters or nine weeks for the school year. If the standard on the report card is not introduced in that nine weeks' scope and sequence, teachers should put a dash (-) in that standard box.

Report Card Time Frame – The Report Card is completed each quarter or each nine weeks following the District Six calendar. The teacher will print a copy of the report card each quarter to send home for parents on the assigned report card date indicated on the calendar. The teacher will place a copy of the final report card in the student's permanent record.

Student Progress Key

M	The student consistently meets or exceeds end-of-year expectations for this standard	100-90
P	The student shows expected growth/progress in meeting the end-of-year standard	89-75
B	The student is beginning to progress toward meeting end-of-year standard	74-60
N	The student needs intensive support at school and home to develop the end-of-year standard	59-below

Teachers should use a variety of assessments when monitoring student growth: observations, checklists, anecdotal records, rating scales, work samples, etc.

Comments:

A comment section is provided for each quarter. A list of comment starters is included. Appropriate comments pertaining to student performance and behavior should be included. Comments should be professional, clear, and concise for parents.

Grade Level Reading Proficiency

On the back of the report card please indicate the current level of reading proficiency for the student. Please consider multiple assessments including iReady, DRA2, Fountas and Pinnell, Lexile Levels, etc. Below are grade level target scores for kindergarten:

Time of Year	DRA2	F and P	Lexile	iReady
Beg. K	A, 1	A	BR	yellow-green
Middle K	2-3	C	25-50	yellow-green
End K	4	D	50-75	green

What “Mastery” Means - In Standards-Based Report Cards, grading is based on demonstration of mastery. Students attempt standards-aligned activities (activities, projects, worksheets, demonstrations, presentations, etc.). Teachers assess the student output and choose the appropriate mastery level that was demonstrated during that nine weeks. In order to mark a skill “M” the student must *consistently demonstrate* all parts of the skill listed. Additionally, a teacher must determine if the child can independently demonstrate the skill in a variety of settings and opportunities over time.

End of Year Promotion

We know that children learn and develop at different rates and have different strengths and needs. The goal and expectation is that students will achieve an “M” for *most standards* listed by the end of the school year. If students do not meet those expectations, scoring N’s and B’s on the end-of-year report card, they may be considered for retention. We know students need a foundation of meeting grade level standards in order to be successful at the next grade level.

Retention may be considered if a student is unable to demonstrate mastery or expected growth of standards as follows:

20 ELA standards used with the Spartanburg County School District Six Kindergarten Report Card	Demonstrates mastery or expected growth of 13 (65%) of the critical priority standards	Students unable to meet the criteria may only be beginning to progress toward meeting standards or may need intensive support.
25 Math standards used with the Spartanburg County School District Six Kindergarten Report Card	Demonstrates mastery or expected growth of 16 (64%) of the critical priority standards	Students unable to meet the criteria may only be beginning to progress toward meeting standards or may need intensive support.

The teacher will mark the grade assignment for the following year on the back of the report card. Please indicate in this space if the student is promoted to first grade or if the student will be retained in kindergarten. The teacher will use the guidelines below for this section.

Promoted to first grade – The student did meet proficiency of enough standards to be successful in first grade.

Retained in kindergarten – The student did not meet proficiency of enough standards to be successful in first grade.

Placed in first grade by parent appeal process – The student did not meet proficiency of standards by the end of the year, but the parent did not agree to retain the student. Per district policy, if the parent’s wishes conflict with the recommended action of the school with regard to retention, **a statement to that effect will be signed by the parent and placed in the child’s permanent record.**

Possible Teacher Comments:

Excellent work habits	Good progress in mathematics	Please read daily
Shows consideration of others	Continue to read daily	Difficulty following directions
Works and tries hard	Courteous and respectful	Check homework folder daily
Works well independently	Creative thinker	Easily distracted
Works well with others	Excellent progress	Needs to work on self-control
Is a pleasure to teach	Great classroom helper	Needs daily practice
Quality of work is improving	Keep up the good work	Difficulty following rules
Follows directions well	Takes pride in his/her work	Conduct needs improvement
Gets along well with others	Uses time wisely	Conduct is satisfactory
Good progress in reading	Needs to improve effort	Conduct is unsatisfactory
		A conference is requested