A Guide for Families

Understanding the Elementary Report Card PreK – Grade 2

The quarterly report card is one means of communicating a student's progress throughout the year. When reviewing the report card, parents are encouraged to:

- Look at the report card as a whole rather than just the grades.
- Understand the Comments and Evaluation Codes on your student's report cards.
- Take advantage of the opportunity to talk to the teacher at conferences.

Parents are encouraged to maintain communication with the school staff throughout the year. Skills become more difficult as students move from one reporting period to another.

In PreK–2, HCPSS is implementing the Standards Based Instruction and Reporting (SBIR) process, per Policy 8010 – Grading and Reporting: Pre-Kindergarten Through Grade 5. SBIR requires teachers to gather evidence of student learning over time and articulate a student's relative strengths and growth areas as compared to the grade level standards.

Organization of Information on the Report Card

Subject →

Measurement Topic – Line items on the report card. Curriculum standards are bundled into a measurement topic. *See QR code on back page for more details about measurement topics.*

LANGUAGE ARTS	1	2	3	4
Demonstrates reading comprehension				
Applies grade level reading foundational skills				
Writes for different purposes and audiences				
Applies grade level knowledge of language and its conventions when writing and speaking				
Demonstrates listening and speaking skills to productively participate in conversations				

REPORTING PERIOD

Academic Grades	Learning Behaviors
M - Meets expectations	1 - Meets expectations
P - Making progress toward expectations	2 - Making progress toward expectations
L - Limited/no progress toward expectations	3 - Limited/no progress toward expectations

Codes explained more fully on back page.

Academic Performance Codes Used to describe the extent to which a student has met the expectation of grade-level standards.

Learning Behavior Performance Codes – Used to describe a student's demonstration of the learning behaviors.

Learning Behaviors (K–Grade 2 only) – Learned actions that enable students to access learning and interact with others productively in the community.

LEARNING BEHAVIORS	1	2	3	4
Demonstrates Interpersonal Skills				
Demonstrates Responsibility				
Demonstrates Perseverance				
Demonstrates Collaboration				
Demonstrates Initiative				

Academic Performance Codes

The goal is that all students demonstrate that they MEET the expectations for targeted grade-level measurement topics and standards. To give the most accurate information about how a student is learning grade-level standards, HCPSS will use the following performance categories:

M = Meets Expectations of the Curriculum Standards
- "M" indicates the student is achieving the grade-level expectations of the standards.
- The student consistently demonstrates understanding of content and applies the skills required in the academic standards.

P = Making Progress Toward Meeting Expectations of the Curriculum Standards
- "P" indicates the student is progressing toward the grade-level expectations of the standards.
- The student may need more instruction, support, or monitoring to meet the grade level standards.
- The student demonstrates some understanding of the content and applies some of the skills required in the academic standards.

L = Limited/No Progress Toward Meeting Expectations of the Curriculum Standards
- "L" indicates the student is demonstrating limited proficiency with the grade-level expectations of the standards.
- This student requires more instruction, support, and monitoring to meet the grade level standards.
- The student demonstrates little (to no) understanding of the content and is unable to apply the skills required in the academic standards.

N/A = Not Available
- N/A codes will be used when transfer students (in-county or from out-of-county) are missing grades from one marking period and/or assessment grades.
- N/A codes may also be used as a placeholder for non-traditional courses until the marking period and/or assessment grades are recorded at the end of the semester.
- If an N/A code is used, the report card will include a comment describing the reason the code was used.

Learning Behaviors

Learning Behaviors are defined as learned actions that enable students to access learning and interact with others productively in the community. The frequency and quality of the learning behavior being demonstrated are considered when reporting. Visit **https://www.hcpss.org/academics/learning-behaviors/** for more information.

Learning Behavior Reporting Codes (K–Grade 2 only):
1 - Meets Expectations
2 - Making Progress Toward Expectations
3 - Limited/No Progress Toward Expectations

Report Card Comments

All report cards include a section for written narrative comments, which will include a comment:

- Highlighting a student strength.
- Stating if a student is working on standards beyond their current grade level, if applicable.
- Providing clarification on what a student should continue to work on for any measurement topics marked "L."
- Providing clarification on what a student should continue to work on for any learning behaviors marked "3."
- Providing clarification on any N/A, if applicable.

Other Components of the Primary Report Card
- **Reporting Period** – Stands independently; the fourth marking period is not cumulative.
- **Attendance** – Determined by state regulations.

For more information, scan the QR Code:

Family and Community Standards Based Instruction and Reporting (SBIR) website