



A Parent's Guide to Early Learning
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 Early Learning Standards (SC-ELS) which includes Goals and Developmental Indicators for what children will learn, from birth through kindergarten entry. The Developmental Indicators describe expectations that many children will reach by the end of their respective age level but **are not requirements** for what children should know and be able to do at the end of an age level. There is some overlap across age levels that shows what children know and can do at one age is closely related to what children know and can do at the previous and next age levels. You can view the full standards at <https://ed.sc.gov/instruction/early-learning-and-literacy/early-learning/standards/>.

The information in this document reflects Developmental Indicators that many children age 48-60 + months will reach by the end of the year. Most children will reach many, but not necessarily all, of the Developmental Indicators listed for their age level. Some will exceed the Developmental Indicators and others may not show skills and knowledge described for this age level.

The SC Early Learning Standards help teachers and parents to think about “next steps” for each child. Teachers use the standards to plan for instruction and provide information on your child’s progress. The standards emphasize the importance of play as an instructional strategy that promotes learning during the early years. The report card will provide valuable information on your student’s progress on these goals.

This Parent Handbook provides information about the report card, including a description of report card levels, parent-friendly examples, and a list of additional resources. I hope you will find the Parent Handbook and the standards-based report card system helpful as your child develops readiness for kindergarten. 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 infographic is titled "PROFILE OF THE South Carolina Graduate" and is set against a blue background with a yellow central band. It features a globe in the center. The infographic is divided into three main sections: "WORLD-CLASS KNOWLEDGE" on the left, "WORLD-CLASS SKILLS" on the right, and "LIFE AND CAREER CHARACTERISTICS" at the bottom. The "WORLD-CLASS KNOWLEDGE" section lists "Rigorous standards in language arts and math for career and college readiness" and "Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences". The "WORLD-CLASS SKILLS" section lists "Creativity and innovation", "Critical thinking and problem solving", "Collaboration and teamwork", "Communication, information, media and technology", and "Knowing how to learn". The "LIFE AND CAREER CHARACTERISTICS" section lists "Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills". At the bottom, there is a copyright notice for SCASA Superintendents' Roundtable and logos for TransformSC and the South Carolina Council on Competitiveness.

PROFILE OF THE
South Carolina Graduate

WORLD-CLASS KNOWLEDGE

WORLD-CLASS SKILLS

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

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.

transformSC
Transforming what's possible for our students

AN INITIATIVE OF SOUTH CAROLINA COUNCIL ON COMPETITIVENESS

Description of Progress Criteria

<p>M</p>	<p>Meeting Expectations</p> <p>Student is meeting expectations for mastery of standards/indicators. Student is able to demonstrate the standard consistently, with little or no support.</p>
<p>A</p>	<p>Approaching Expectations</p> <p>Student is approaching mastery of standards/indicators. Student is making progress towards the standards/indicators but may not consistently demonstrate the standard. The student may require help in demonstrating the standard/indicator.</p>
<p>E</p>	<p>Emerging Understanding of Expectations</p> <p>Student shows a beginning understanding of standard/indicator. Student is making limited progress towards the standard/indicator and requires additional support in this area.</p>
<p>NM</p>	<p>Does Not Meet Expectations</p> <p>Student is below what is typically expected regarding the standard/indicator. Ongoing support and development is needed in this area.</p>
<p></p>	<p>Not Yet Assessed</p> <p>The standard is not assessed during this quarter and will be reported at a different time.</p>

Teacher Comments

Teacher comments will address areas such as:

- What the student is doing well
- Where the student may require more help
- Ideas for how you can help your child at home

How is the progress determined?

As students learn and grow, teachers carefully consider progress in all areas. Teachers observe students as they work and play throughout the day. The teacher uses these observations to determine what the student is able to do and what they may be ready to do next.

Each child will develop new skills over the course of the year. Remember, it is ok if your child is emerging and approaching in various areas. This report card is intended to help you know more about how your child is developing and allows you to work alongside the teacher to continue helping him/her grow.

How Can I Help My Child at Home?

You are your child's first teacher, and we encourage you to be involved in his/her learning. See below for ways you can support your child's learning.

- Stay in touch with your child's teacher. Review what comes home and reinforce what is being taught at school.
- Use the Palmetto Basics to help your child have a great start in life. These are five, simple and fun ways to help your child grow.
 - <http://palmetto.thebasics.org/>
 - Maximize Love, Manage Stress
 - Talk, Sing, and Point
 - Count, Group, and Compare
 - Explore Through Movement and Play
 - Read and Discuss Stories
- Use the state guide, Supporting Early Literacy at Home: A Parent's Guide, for tips and strategies to help your child from birth to the beginning of school.
 - <https://scde.coursearc.com/content/supporting-early-literacy-home-parent-s-guide/lessons/introduction/>

SC Early Learning Standards- Parent-Friendly

The table on the following pages gives the standard as it is listed on the report card, along with parent-friendly wording and examples. These examples will help you understand what a particular standard involves and how your child may demonstrate that they are learning these skills and concepts.

SC Early Learning Standards- Parent-Friendly

Foundations for Reading	Parent-Friendly Standards Examples
Develops interest in books and motivation to read (LDC-8)	Use and share books; listen to stories, engage in reading behaviors
Develops book knowledge and print awareness (LDC-9)	Hold book upright; turn pages one by one from front to back; recognize print; identify their name
Comprehends and uses information presented in books and other print media (LDC-10)	Imitate language in stories; Connect self to events in books; ask and answer questions about the story
Develops phonological awareness (LDC-11)	Enjoy and identify rhymes; repeat patterns in poems; recognize first sounds in some words
Develops knowledge of the alphabet and alphabetic principle (LDC-12)	Interest in learning alphabet; recognize and name many letters; knows some letter sounds
Foundations for Writing	Parent-Friendly Standards Examples
Uses writing and other symbols to record information and communicate for a variety of purposes (LDC-13)	Draw and write to represent ideas or letters; Share thoughts for an adult to write; Engage in writing behaviors such as writing name, using materials at writing center, etc.
Use knowledge of letters in their attempts to write (LDC-14)	Use known letters or approximation of letters to write name; familiar words
Use writing skills and conventions (LDC-15)	Use a variety of writing tools; Imitate adult writing to form letters
Learning to Communicate	Parent-Friendly Standards Examples
Participates in conversations and understands communications from others (LDC-1-3)	Understand communication from others; Respond to requests; Follows multistep directions; Participates in conversations; Ask and answer questions
Communicates thoughts, feelings, and ideas clearly (LDC-4)	Use words to communicate; Adjust how they communicate to meet social expectations; Speak clearly enough to be understood by most
Describes familiar people, places, things, and events using grammar well and responding with a growing vocabulary (LDC-5-7)	Speak in full sentences to describe familiar people, places, things, and events; Repeat familiar songs
Foundations for Number Sense, Algebraic Thinking, and Geometry and Spatial Understanding	Parent-Friendly Standards Examples
Demonstrates beginning understanding of numbers and quantity during play/other activities (MTE-1)	Compare items using words such as "more than" and "less than" in small sets of 5 up to 10 objects by matching and counting items; recognize difference in groups such as forks, spoons, utensils; tell what number comes next or what number came before another number; Make connections with number words and/or numbers to number of objects.

Demonstrates beginning understanding of numbers and operations during play/other activities (MTE-2)	As objects are observed and counted, ask questions such as "How many do we need?" and "How many more do we need?" with daily activities children connection to such as counting the number of extra snacks needed for new players on their team; show different ways to show a set of 5 objects broken apart or put together.
Demonstrates beginning understanding of sorting, describing, extending, and creating simple patterns during play/other activities (MTE-3)	Sort up to 10 objects either by color, size, shape, or quantity; create simple patterns that repeat themselves such as AB,AB, AB or red/blue, red/blue and repeat the pattern using concrete objects.
Begins to identify, describe, classify, and understand shape, size, direction, and movement during play/other activities (MTE-4)	Use position words like in, on, over, under; use shapes such as square, prism, circle, sphere, triangle, pyramid to represent real objects ("I glued a circle and a square on my picture to make a house."), describe characteristics of shapes ("That's a triangle; it's pointy.")
Demonstrates beginning understanding of repeating the use of an object to measure and of data analysis through comparing and interpreting data during play/other activities (MTE-5)	Use describing words such as short, tall, long, heavy, big to describe size, length, or weight; compare objects by size, length, or weight; Use simple measuring tools with guidance such as a ruler or a cup; describe the weather as hot or cold.
Uses mathematical thinking to solve problems in their everyday environment (MTE-6)	Seek answers to questions, example: figure out how to build a bridge or create a pattern using Legos; draw shapes in a pattern, begin explaining how a math problem was solved ("I counted four friends who didn't have crackers so I got four more.").
Cognitive Development	Parent-Friendly Standards Examples
Uses their senses to construct knowledge about the world around them (CD-1)	Explore objects (weigh an object); show understanding (Example: One block is heavier than another); know difference between fantasy and what is real; match familiar objects like shoe and sock, brush and paint, hammer and nail.
Recalls information and uses it for addressing new situations and problems (CD-2)	Make predictions about what might happen next based on previous knowledge or experience; explain why things happen using what they know; share logical conclusions about familiar situations and materials using senses.
Demonstrates the ability to think about their own thinking: reasoning, taking perspectives, and making decisions (CD-3)	Identify pretend or fantasy (Example: "Let's pretend we're going on a trip."); Express differences (Example: "I like ketchup and you don't."); work on project using problem solving.
Demonstrates knowledge of relationships and roles within their own families, home, class, and community (CD-6)	Talk about family members and their relationships to each other and shared experiences.; recognize and identify roles of community helpers such as police, fire fighters, garbage collectors, doctors, dentists.
Recognizes that they are members of different groups (e.g., family, preschool class, etc.) (CD-7)	Identify and express self as part of several groups such as, "That's my family," or "I'm in Ms. Emily's class."

Identifies and accepts similarities and differences between self and others (CD-8)	Show acceptance of different cultures and people who are different from themselves as well as people who are similar; talk about different family members (Example: "I live with my Grandma and Shanika lives with her Mom and Dad.");
Explores concepts connected with daily experiences in their community (CD-9)	Describe places (Example: "My house is big and trees are in my yard," or "The playground has swings and a sandbox."); Show awareness of needs like food, clothing, shelter, or need for rain gear on a rainy day; demonstrate positive social behaviors such as sharing, taking turns, and following rules.
Observes and describes characteristics of living things and the physical world (CD-10)	Collect items and classify them by color, size, shape, and texture; Describe needs of plants and animals such as sunlight, water, food; take responsibility for the care of living things; participate in caring for environment and explain why it is important with guidance and support.
Explores the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations (CD-11)	Represent knowledge of scientific exploration through drawing, modeling, building, movement, asking questions, comparing, observing and describing physical characteristics of objects; with adult support and guidance, make and check predictions through observations and experiments.
Approaches to Play and Learning	Parent-Friendly Standards Examples
Shows curiosity and expresses interest in the world around them; seeks to understand the world around them (APL-1-2)	Demonstrate interest in mastering new skills (e.g. writing name, building skills, etc.); Ask questions about things that interest them; Use what they know from experience to understand what is happening now (e.g. get an umbrella to go outside because it is raining)
Engages in increasingly complex play demonstrating creativity, imagination, and inventiveness (APL-3-4)	Plan more complex pretend play and use/create a variety of props; Use new knowledge and skills during play related to things learned in class; Make up stories, songs, games, etc. during play
Willing to try new and challenging experiences; uses a variety of strategies to solve problems (APL-5-6)	Express belief that they can do things that are hard; Seek new challenges; Think about different ways to solve a problem and describe how they solved a problem to another person
Demonstrates initiative, maintains focus, and persists in challenging activities (APL-7-9)	Show increasing independence in making choices; Set simple goals that extend over time, make plans, and follow through ("Let's make a rocket ship. We need blocks."); Focus on a task, stay engaged with the task or shift attention back to the task after having been diverted from it
Emotional and Social Development	Parent-Friendly Standards Examples
Demonstrates positive sense of self and expresses confidence in what they can do (ESD-1-2)	Describe in detail about themselves (Example: "My eyes are brown." "I am tall."); express awareness as members of different groups (Example: "There's Kirby from my class."); choose to spend more time in preferred activities, stick with challenging tasks, express opinions such as "I'm a good friend."

	or "I can run fast."
Forms positive relationships with familiar adults and other children (ESD-3-4)	Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval); form positive relationships; ask for help; Interact with other children by taking turns and resolving conflict, form and maintain friendships with other children of diverse cultural backgrounds.
Demonstrates social and behavioral skills needed to successfully participate in groups (ESD-5)	Follow social rules and routines; Balance own needs with needs of others; Express respect for all people; Use a variety of strategies to solve problems and conflicts
Identifies, manages, and expresses their feelings (ESD-6)	Express a range of emotions with face, body, voice, words; Manage and express feelings effectively; Give reasons for feelings; Use problem-solving strategies when feeling angry/frustrated
Recognizes and responds appropriately to the needs and feelings of others (ESD-7)	Show awareness that their behavior can affect feelings of others; Choose to show respect most of the time
Motor Development	Parent-Friendly Standards Examples
Develops the large muscle control and abilities needed to move through and explore their environment (HPD-4)	Performs movements smoothly such as skipping, balancing on beams, hopping; Move quickly through environment and stop (run fast, pedal fast); Is aware of own body in relation to other people and objects while moving
Develops the small muscle control and hand-eye coordination to manipulate objects and work with tools (HPD-5)	Draw and write with smaller figures and more detail (faces with features, letters, letter-like forms); Use hand-eye coordination (fasten clothes, cut shapes); Use tools that require strength with small muscles (spray bottle, hole puncher)
Self-Care and Safety	Parent-Friendly Standards Examples
Is aware of their needs and can communicate their needs (HPD-6)	Ask adults for kind of help needed; Use strategies to calm themselves
Develops independence in caring for themselves and the environment (HP-7)	Do tasks to take care of indoor and outdoor learning environment (puts things away when asked to clean up); Describes the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones)
Develops awareness of basic safety rules and begins to follow them (HP-8)	Avoid potential dangers; Follow safety rules; Identify people who can help (police, firefighter, nurse)