

REPORT CARD HANDBOOK FOR FAMILIES



Smithtown
Central
School
District

Grades K-5



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Introduction

The Smithtown Central School District utilizes an elementary standards-based report card developed by teachers and administrators to recognize and clearly communicate the personal development and achievement of each student.

The partnership between teachers and families is important, and the elementary report card is a tool to foster meaningful communication. The report card provides families with in-depth feedback regarding the progress their child is making toward specific learning standards. As a result, the report card allows families and students to understand what is expected at different points throughout the school year, and families are able to assist their child to promote success.

The emphasis at the elementary level is on each student's individual progress, development, and performance. We believe that the standards-based report card, along with parent/teacher communication, provides families with a valuable lens to understand and support student learning.



In short...

The elementary report card:

- Serves as an important tool in communicating with families about a child's progress toward meeting the NYS and district learning standards.
- Provides detailed information about a child's strengths and areas needing development throughout the school year.

STANDARDS-BASED REPORT CARDS



Academic Standards

- Academic standards, which are based on New York State Learning Standards and/or district standards, describe what a student should understand and be able to do at specific intervals throughout the school year.
- The district uses the 4-point rubric below to communicate a student's progress in meeting each of the standards.

Performance Level	Description
1	<p>Not Meeting NYS/Grade-Level Standards</p> <p>Student has not yet demonstrated an understanding of the skills and concepts taught and consistently requires small-group support and/or remediation to demonstrate understanding of concepts/skills</p>
2	<p>Working Toward NYS/Grade-Level Standards</p> <p>Student is working toward an understanding of the skills and concepts taught with assistance and often requires small-group support and/or remediation to demonstrate understanding of concepts/skills</p>
3	<p>Meeting NYS/Grade-Level Standards</p> <p>Student has developed a grade-level appropriate understanding of the skills and concepts taught and frequently applies learned concepts and skills with minimal assistance</p>
4	<p>Mastering NYS/District Grade-Level Standards</p> <p>Student has developed a mastery of the skills and concepts taught and consistently demonstrates understanding and application of the standards without assistance</p>

Sample Report Card

Academic Performance Levels 1-4 Key

Trimester

Walden Central School District - Second Grade Progress Report

School:	
Principal:	
Student Number:	

Performance Levels	
Not Meeting NYS/District Grade-Level Standards	1
Working toward NYS/District Grade-Level Standards	2
Meeting NYS/District Grade-Level Standards	3
Mastering NYS/District Grade-Level Standards	4

Science	T1	T2	T3
Demonstrates an understanding of content and concepts			
Plans and conducts investigations to answer questions or test solutions			
Follows a step-by-step method to design models or solve problems			

English Language Arts - Reading			
Reading Literature and Informational Text	T1	T2	T3
Demonstrates understanding of key ideas and details in literary and informational texts			
Demonstrates grade-appropriate inferential skills			
Identifies and uses craft and structure to deepen understanding of the text			
Foundational Skills	T1	T2	T3
Knows and applies grade-level phonics and word-analysis skills when decoding words			
Reads grade-level text with sufficient accuracy and fluency to support comprehension			

Social Studies	T1	T2	T3
Demonstrates an understanding of content and vocabulary			
Demonstrates and understands the differences in communities and cultures			
Engages in the social studies practices			

English Language Arts - Writing			
Narrative, Informative, Opinion	T1	T2	T3
Produces quality writing appropriate to task, purpose, and audience			
Develops and strengthens writing through the writing process			
Research to Build and Present Knowledge	T1	T2	T3
Uses research and evidence to develop a topic			
Takes notes and gathers information from multiple sources, both text and digital			
Language	T1	T2	T3
Applies grade-appropriate grammar, capitalization, punctuation, and spelling			
Acquires and uses grade-appropriate vocabulary			

Art	T1	T2	T3
Teacher:			
Follows directions			
Demonstrates appropriate behavior			
Understands and applies skills and concepts			
Comments:			

English Language Arts - Listening and Speaking			
	T1	T2	T3
Participates and engages in a range of collaborative discussions, expressing ideas clearly and building on those of others			
Speaks clearly with appropriate pace, volume, and expression			

Music	T1	T2	T3
Teacher:			
Participates in activities			
Demonstrates appropriate behavior			
Understands and applies skills and concepts			
Comments:			

Mathematics			
Geometry	T1	T2	T3
Identifies shapes and their attributes			
Measurement and Data	T1	T2	T3
Measures and estimates length			
Understands concepts of time in five-minute increments			
Understands concepts of money			
Interprets data			
Number Sense and Operations in Base Ten	T1	T2	T3
Understands place value			
Uses place-value understanding to add and subtract			
Fluently adds/subtracts within 100			
Operations and Algebraic Thinking	T1	T2	T3
Solves problems with addition and subtraction			
Fluently adds and subtracts within 20 using mental strategies			
Understands foundations for multiplication			

Physical Education	T1	T2	T3
Teacher:			
Participates in activities			
Follows directions cooperatively and safely			
Demonstrates fundamental skills			
Displays appropriate sportsmanship			
Comments:			

Grade Level Standards by Subject

Shading Indicates Standards not Assessed this Trimester

Special Areas

Sample Report Card

BACK

Attendance

Learning Habits
Key

Down Central School District - Second Grade Progress R

School: _____
Principal: _____
Student Number: _____

Grade: _____
Second

Attendance			
As of	T1	T2	T3
Days Absent			
Days Tardy			

Habits of Lifelong Learning and Citizenship Key	
Occasionally	1
Frequently	2
Consistently	3

Intervention Services and ENL Key	
NE	New Entrant
LG	Limited Growth (Limited understanding of learned strategies; requires assistance to produce work)
GG	Gradual Growth (Gradual progress; beginning to apply learned strategies with frequent assistance)
CG	Consistent Growth (Working toward meeting grade-level expectations; applies learned strategies with support)
UA	Unsatisfactory Attendance
HI	Student on Home Instruction
MC	Monitoring Continues
EC	Exit Criteria Met

Habits of Lifelong Learning and Citizenship			
Self-Awareness: Recognizes one's own emotions and how they influence behavior	T1	T2	T3
Perseveres through challenges			
Exhibits self-control			
Social-Awareness: Takes the perspectives of and empathizes with others	T1	T2	T3
Exhibits respect for self, others, and property			
Displays compassion and empathy			
Responsible Decision-Making: Makes constructive choices about personal behavior and social interactions	T1	T2	T3
Follows directions, rules, and routines			
Uses daily problem-solving skills			
Self-Management: Sets and works toward personal and academic goals	T1	T2	T3
Applies organizational skills			
Works independently			
Completes homework			
Relationship Skills: Establishes and maintains healthy relationships. Communicates clearly, listens, cooperates, and seeks help when needed	T1	T2	T3
Works and plays cooperatively/appropriately with others			
Participates appropriately during class activities/discussions			

Intervention Services			
	T1	T2	T3
ELA			
Math			

English as a New Language			
Teacher:	T1	T2	T3
Speaking			
Listening			
Reading			
Writing			

AIS
and
ENL
Performance

Learning Habits
and Citizenship
Standards

Classroom Comments - Trimester - 1

Classroom Comments - Trimester - 2

Classroom Comments - Trimester - 3

Detailed Teacher
Comments for
Each Trimester

STANDARDS-BASED REPORT CARDS

Habits of Lifelong Learning and Citizenship



- The behaviors identified on this portion of the report card support a student in becoming a successful, independent learner, and a productive, responsible member of the class, school, and community.
- Reporting on these areas separately from academic performance allows families to receive specific information related to student progress in exhibiting the desired behaviors.

Learning Habits Indicator	Descriptor (Frequency)
1	Student <i>occasionally</i> exhibits the behavior
2	Student <i>frequently</i> exhibits the behavior
3	Student <i>consistently</i> exhibits the behavior



FAQs

Q: Why are some indicators on the report card shaded gray and without a rubric rating?

A shaded box means that the curriculum has not yet addressed that standard/skill in the designated trimester. While some standards/skills are embedded in the curriculum throughout the entire school year, others are only addressed at certain times of the school year.

Q: If a child has a "2" in several areas on the report card, does that mean he/she is not doing well?

No. A child may be doing well overall, but have areas that require additional time to develop an understanding of the skill or concept. Since many learning standards are developed throughout the school year, a "2" may indicate the child is still working on developing the ability to demonstrate the identified skill or concept with minimal assistance.

Q: How does a teacher determine a child's performance?

Teachers determine a child's performance by regularly:

- Observing students and evaluating classroom performance.
- Conferencing with students.
- Reviewing student work.
- Using formative assessments and summative assessments.

Q: How can a child earn a "4" on the report card?

As detailed in the standards-based rubric on page 4, a child who is performing at a Level 3 is meeting the grade-level expectations, which is the primary goal for all children on the standards-based report card. To perform at a Level 4, a child must demonstrate understanding of concepts and skills and apply it to new and higher-level questions without assistance.

Q: Can a child perform at a Level 3 in one trimester and then move to a lower level in the next trimester?

Yes. Since the expectations and the content introduced in each subject evolves throughout the school year, a student may perform at a Level 3 in one trimester and then move to a lower level in following trimester(s). Students often demonstrate understanding of new skills and concepts at different rates throughout the year. It is possible that the child is not yet demonstrating understanding of the skill or concept with the level of independence required for a Level 3.



FAQs

Q: How can families assist their child in achieving the grade-level standards on the report card?

- Review the grade-level *NYS Standards Overview* document on the district website to know what a child will learn during the school year.
- Encourage your child to demonstrate age-appropriate independence in completing their schoolwork and school activities.
- Support your child, when necessary, in successfully completing homework assignments.

Q: Why aren't all of the NYS Learning Standards included on the report card?

A standards-based report card does not necessarily capture all of the learning standards included in the curriculum for a grade level. When teachers and administrators constructed the report cards, they selected or wrote descriptions for groupings of the standards that are considered to be the major focus standards for the grade level.

Q: How can families talk with their child about the report card?

- Celebrate/highlight the areas in which the child demonstrated strengths.
- In addition to recognizing achievement, be sure to acknowledge personal growth and improvement.
- For areas that may require additional development, discuss:
 - What challenges the child has in understanding the concept or skill.
 - What can be done to help the child feel more confident with the concept or skill.

Q: What can families do at home to support their child's learning?

- Read! Encourage your child to read by reading to your child or having your child read to you.
- Practice math facts! Help build fluency by playing games and by using flashcards, dice, dominos, etc.
- Engage your child in activities/discussions at home, in the car, or at the store that require problem solving.
- Develop a consistent routine for homework.
- Encourage your child to have a balanced schedule of activities, healthy diet, and appropriate rest.

Q: Why do the elementary schools use trimesters for progress reports instead of quarters like the middle and high schools?

Trimesters provide our youngest students with additional time to demonstrate the concepts and skills addressed at that grade level.