



# **Standards-Based Elementary Report Card Parent Guide**

For questions please contact:

Theresa Carhart, Principal at 728-3547

Becky Wager, Director of Curriculum

& Instruction at 728-2211



The Wayland-Cohocton Central School District uses an elementary standards-based report card. Standards-based means it is measuring your student's mastery of the essential standards for a class. The purpose of this report card is to communicate the **progress** each child is making towards accomplishing the New York State performance-based standards. Since we are committed to ensuring that students are college and career ready, this report card will provide more information about what your child knows, understands, and can do.

There are four essential components of a standards-based system:

1. Describe what a student should know and be able to do at an identified point in time.
2. Ensure that classroom instruction targets these standards.
3. The use of assessments that a teacher has to measure learning.
4. Allow a teacher to report accurately a student's progress three times a year.

During a marking period, the student is assessed to see if they truly know the material using a variety of tools. These tools will include formal assessments such as traditional pencil-and-paper tests, 1:1 assessments, projects, written papers or daily work, but they may also include informal assessments such as classroom discussions or teacher observations. All of the work a student does is used to assess the student's mastery of the essential standards (mastery is expected by June).

This guide, and frequently asked questions (FAQs), is designed to assist you in our report card. All K-4 grade students will be assessed in English Language Arts (ELA), Math, Science, Social Studies, Art, Music, Physical Education, and Responsibilities of the Learner.



On a standards-based report card proficiency levels will be used and are defined using the following criteria:

**The following developmental scale is used to describe student progress and student effort.**

**4** – Consistently and independently exceeds expectations.

*Students who achieve a 4 are able to apply concepts learned in class and transfer that knowledge to other situations consistently on their own.*

**3** – Meets grade level expectations.

*Students who achieve a 3 are on grade level. They demonstrate an ability to analyze and synthesize concepts learned in class.*

**2** – Progressing towards grade level expectations.

*Students who achieve a 2 are approaching toward grade level with support and/or can apply content learned in a literal context.*

**1** – Not meeting grade level expectations.

*Students who achieve a 1 are well below grade level. They are struggling with this standard and require intensive support.*

**NA** – Not assessed at this time.



### Sample Report Card

Proficiency Levels (as defined on page 2).



#### 2019-2020 Kindergarten Report Card Wayland Elementary School

Principal: Theresa Carhart  
Wayland-Cohocton Elementary School, 2350 Route 63  
Wayland, NY 14572  
585-728-3547

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

The following developmental scale is used to describe student progress and student effort.

- 4 - Consistently & independently exceeds expectations
- 3 - Meets grade level expectations
- 2 - Progressing towards grade level expectations
- 1 - Not meeting grade level expectations
- NA - Not assessed at this time
- S - Satisfactory

Teachers report student progress by descriptors (academic factors) under each heading.

English Language Arts (ELA) - Reading			
	M1	M2	M3
<i>Literature/Informational Text</i>			
Reading Level: Reads at benchmark (answers key questions, reads accurately & fluently)			
Retells stories including key details such as characters, setting, and major events			
<i>Foundational Skills</i>			
Letter & sound knowledge			
English Language Arts (ELA) - Writing			
	M1	M2	M3
Writes at benchmark			
Prints capital and lower case letters			
Uses a combination of drawing, dictating, and writing to communicate ideas and information effectively			
Spells simple words phonetically (applies strategies when spelling)			
Uses appropriate spacing, punctuation, and capitalization			
English Language Arts (ELA) - Listening and Speaking			
	M1	M2	M3
Listens and speaks appropriately in group discussions			
Shows an understanding of text read aloud by asking and answering questions			
Speaks audibly and expresses thoughts, feelings and ideas clearly			
Math			
	M1	M2	M3
<i>Counting and Cardinality</i>			
Counts to 100 by ones			
Counts to 100 by tens			
Reads numbers 0-20			



Social/emotional skills (non-academic factors) which describe the actions and behaviors that support achievement.

Teachers will communicate progress three times a year (3 marking periods).

Math cont'd	M1	M2	M3
Demonstrates addition as putting together or adding to and demonstrates subtraction as taking apart or taking from.			
For any number 1 to 9, find the number that makes 10 when added to the given number using objects or drawings and records the answer with a drawing or equation.			
<b>Numbers and Operations in Base Ten</b>			
Make numbers (compose) and takes apart numbers (decompose) from 11-19 to demonstrate place value (e.g. 18=10+8).			
<b>Measurement and Data</b>			
Compares two objects to see which object has "more of" or "less of" the attributes and describes the difference.			
Describes and compares objects by length, weight, and/or volume.			
Sorts and classifies objects by category.			
<b>Geometry</b>			
Identifies and describes 2-D shapes (circle, square, triangle, rectangle, hexagon).			
Identifies 3-D shapes (cubes, cone, cylinder, sphere).			
Analyze, compare, create, and compose shapes.			
<b>Mathematical Fluency</b>			
Fluently adds within 5.			
Fluently subtracts within 5.			
<b>Social Studies</b>	M1	M2	M3
Participates in discussions and/or activities.			
Demonstrates understanding of concepts.			
<b>Science</b>	M1	M2	M3
Participates in discussions and/or activities.			
Demonstrates understanding of concepts.			
<b>Responsibilities of the Learner</b>	M1	M2	M3
Puts forth best effort.			
Pays Attention.			
Follows directions.			
Works cooperatively.			
Works independently.			
Completes and returns homework.			
Completes classwork in a timely manner.			
Respects rights, feelings and property of others.			
Asks for help at appropriate time.			
Organizes materials.			
Demonstrates self-control.			
Accepts responsibility for our behaviors.			
Follows classroom expectations and routines.			
Shows self confidence.			
Dresses self.			
Controls scissors well.			
Glues neatly.			
Colors neatly.			
<b>Art</b>	M1	M2	M3
Demonstrates understanding and skills in art techniques, use of materials, creativity and craftsmanship.			
Puts forth effort and strives for personal best.			
<b>Music</b>	M1	M2	M3
Demonstrates understanding and applies skills to activities.			
Participates in discussions and/or activities and strives for personal best.			
<b>Physical Education</b>	M1	M2	M3
Demonstrates use of movement concepts: Game skills & understands concepts of game play.			
Demonstrates with consistency, a variety of manipulative skills: catching, throwing, striking, kicking.			
Demonstrates responsible behavior: Handles equipment safely treats others with respect & follows directions to perform safely.			

Comment section will contain more specific information, from each teacher, regarding individual student progress.

Attendance information provides a record of number of days absent and days tardy in each marking period.

\*less than 10 days absent all year = success.

COMMENTS:
Marking Period 1
Marking Period 2
Marking Period 3

ATTENDANCE	M1	M2	M3
Days Absent	1		
Days Tardy	0		



## Frequently Asked Questions (FAQs)

### **Q: Why a standards-based report card?**

**A:** Standards-based report cards provide:

1. In-depth student assessment
2. Consistent evaluations throughout the year
3. Individualized instruction information
4. Consistent evaluations between students
5. Alignment between grade levels

### **Q: How is a standards-based report card different from a traditional report card?**

**A:** In the traditional 100-point grading system, a student's grades are typically based on all of the work assigned, including classwork, homework, projects, quizzes, and tests. These scores are often arranged in the grade book based on the type of assignment rather than on the essential standards/learnings. The grade may also include points for non-academic factors, such as participation, effort or attitude.

Standards-based report cards do not separate out tests, homework, or projects. All of the work a student does is used to assess the student's mastery of the essential standards. A student's progress from their work is tracked by the essential standards, which gives the teacher, student, and parent a very detailed picture of which standards a student has mastered. In order to assess the whole child, non-academic factors like behavior, attitude and attendance are not included in this and are reported in the Responsibilities of the Learner and Comments sections.

### **Q: How does this help parents?**

**A:** Standards-based report cards enable parents to receive accurate information based on cumulative student progress throughout the marking periods. In addition, they:

1. Promote more detailed and meaningful information on student progress.
2. Allow for careful and precise monitoring of student achievement.
3. Reflect grade-level standards and expectations so parents gain a complete idea of student progress.



**Q: How are standards-based report cards more accurate and meaningful?**

**A:** By reporting solely on academic factors, the teacher creates a clear picture of what the student has learned without the influence of other factors. These other factors, such as effort and attitude, are still essential, but are not part of the student's academic progress and are communicated separately. Also, by reporting on the essential standards rather than by type, such as test or homework, makes it easier to identify areas of strength and to address areas of concern for each student.

**Q: Why are all standards not listed on the report card?**

**A:** A standards-based report card is not the same as a standard/learning outcome listing. Teachers and administrators:

1. Reviewed the New York State and District standard for each grade level and;
2. Chose descriptors which were considered most significant for student learning in each grade level.

**Q: Why are there no numerical averages?**

**A:** A standards-based report card's rubric approach (4, 3, 2, 1) provides information about student achievement without the need for numerical averages. Numerical averages:

1. Follow a teacher's individual assessments and expectations.
2. Do not always demonstrate a student's performance toward state and district standards.
3. In general, the following chart can be used as a guide:

Level	Description
4	Consistently and independently exceeds expectations
3	Meets grade level expectations
2	Progressing towards grade level expectations
1	Not meeting grade level expectations



**Q: Can a student perform at a level 3 and then move to a lower level in the next marking period?**

**A:** The expectations change from one marking period to the next as a student moves toward the end of grade-level expectations. This means;

1. A student may meet the grade-level expectations 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.
2. A student might receive a 3 in the first marking period and then receive a 2 in the second marking period.

**Q: How can I get more information about my student's progress or about standards-based report cards?**

**A:** If you have questions or concerns about your student's progress, please contact the teacher of that class for more information. If you would like more information on standards-based report cards, please contact your building principal.