

# Rockville Centre School District



## **A Parent's Guide to the New Kindergarten, Grades 1 and 2 Elementary Report Cards**

## **Understanding the Newly Designed Common Core Standards Elementary Report Card. Grades K-2**

The adoption of the National Common Core Curriculum by New York State has necessitated changes in our elementary report cards. For the 2013/14 school year we will be using a newly created report card in grades K-2. Grades 3, 4 and 5 report cards will be updated for the 2014/15 school year.

The Elementary Report Card is designed to provide you with more specific information about your child's strengths and weaknesses in the academic core curricula as well as his/her learning and social behavior skills.

Each trimester students have multiple opportunities to practice, attain and demonstrate mastery of the skills and concepts listed for each curriculum area. You will receive your child's report card three times a year (November, March, and June).

### **Report Card Descriptors**

The report card is divided into curriculum areas that are aligned with the current New York State Common Core Learning Standards (<http://www.p12.nysed.gov/ciai/cores.html>). Each descriptor is assessed using the performance levels below. Social skills and work habits are also evaluated each trimester; these are indicated under "Behaviors That Promote Learning." They are assessed using the effort levels: C, D, I (see explanation on page 3).

### **Performance Levels**

The performance level represents your child's progress each trimester. It is a holistic assessment based upon learning demonstrated through participation in class, assignments, homework, and assessments (both formal and informal).

- 4 = Exceeding Standards
- Demonstrates superior understandings
  - Exceeds requirements for grade-level work
  - Consistently applies and extends learned concepts and skills independently
- 3 = Meeting Standards
- Demonstrates and applies knowledge and understanding of learned concepts and skills
  - Meets requirements for grade-level work accurately and independently
- 2 = Approaching Standards
- Demonstrates partial understandings
  - Beginning to meet requirements for grade-level work
  - Requires some extra time, instruction, assistance and/or practice

1 = Below Standards

- Demonstrates minimal understandings
- Seldom meets requirements for grade-level work
- Requires an extended amount of time, instruction, assistance and/or practice

NT = Not taught during this marking period

Performance level scores are not based on one assessment experience. Teachers design multiple assessment tasks and collect evidence of student learning throughout the grading period. Evidence may include teacher observations, student work samples, projects, tests, quizzes, and district assessments. Teachers review these assessments for evidence of learning when marking student progress for the report card.

It is important to note that the performance level is based on the units of study, concepts and skills taught for that trimester. The grades for each trimester are not cumulative. Therefore, it is quite possible for a child to achieve a 3 or 4 the first trimester and then achieve a 2 the second trimester.

### **Effort, Behavioral and Developmental Codes**

One of the important characteristics of a successful learner is effort. The effort assessment in the content area is based on a child's willingness and ability to choose to take risks, try new things to produce a quality product, and persevere even when tasks are challenging. In addition, your child's performance is assessed in behavioral and developmental work habits using the effort key.

### **Key**

C = Consistent

D = Developing

I = Inconsistent

**Example of the Report Card:**

**Second Grade Reading**

<b>ENGLISH LANGUAGE ARTS - READING</b>	<b>1</b>	<b>2</b>	<b>3</b>
Effort and participation	C		
<b>Phonics, Word Recognition &amp; Fluency</b>			
Knows and applies grade -level phonics and word analysis skills when decoding words	3		
Recognizes and reads grade appropriate sight words	3		
Uses context clues, picture cues and word attack skills to decode and self-correct	2		
Reads with expression	3		
Reads with accuracy and appropriate rate	2		
Uses context to confirm or self-correct word recognition and understanding	3		

This child shows consistent effort and participation in this curriculum area.

This child meets the requirements for grade-level work for this reading skill.

**Second Grade Math**

<b>MATHEMATICS</b>	<b>1</b>	<b>2</b>	<b>3</b>
Effort and participation	c		
<b>Operations &amp; Algebraic Thinking</b>			
Represents and solves problems involving addition and subtraction within 100	2		
Fluently adds and subtracts within 20 using mental strategies	3		
Works with equal groups of 2s, 5s, and 10s to gain foundation for multiplication	NT		

This child demonstrates partial understanding of adding and subtracting within 20 using mental strategies

Instruction for this content has not occurred this trimester therefore the child received an NT (not taught during this marking period).

The mathematics performance is determined by the child’s ability to independently master and apply grade level concepts that are introduced each trimester.

## **What Can You Do To Help Your Child?**

- Maintain an open and ongoing dialogue with your child's teacher. Working together as partners will foster your child's success.
- Take care of your child's social, emotional and physical health. Every child needs rest, a balanced schedule of activities, and a healthy diet.
- Develop a consistent routine for homework completion.
- Ask your child specific questions about school activities. Listen, converse, plan, and celebrate with your child.
- Make reading a natural part of your family's daily routine. Read to your child. Have your child read to you. Read and discuss books together.
- Discuss current events. Allow your child to express opinions about what's happening in the community and in the world.
- Encourage activities that involve problem solving. Let your child find solutions to problems by asking for suggestions and comments.