



# Standards-based Report Cards

## Parent Handbook

2013 - 2014

## WHAT ARE THE CHANGES IN OUR REPORT CARDS K TO 6?

The Huntington Union Free School District is pleased to announce a new report card for the 2013 -2014 school year. After several months of studying the Common Core Standards and meeting as a team, Kindergarten through 6<sup>th</sup> grade faculty members met to draft the new report card to be unveiled this fall. The report card will align with the Common Core Learning Standards and reflect updates to our curriculum and instruction. This reporting will now be up to date with all New York State expectations for students in the elementary grades. The new report card will provide more information about how a child is progressing toward meeting the key standards expected at each grade level.

### Parents will find the following elements in the new reporting system:

1. Reporting titles for each section of the report card that reflect the New York State and District standards for instruction. These standards are based on the Common Core Learning Standards.
2. Grading Keys will reflect the language in the NYS reporting system. The keys will define student progress toward the Common Core Learning Standards and be presented in a 1 – 4 scale.
3. Student progress will be reported on learning behaviors that reflect the skill needed to be college and career ready.



### Standards-based Reporting

*“By comparing one child’s performance to a clear standard, parents, children, and teachers all know what is expected. Every time a student attempts a task, the performance is compared to the standard.”* Doug Reeves



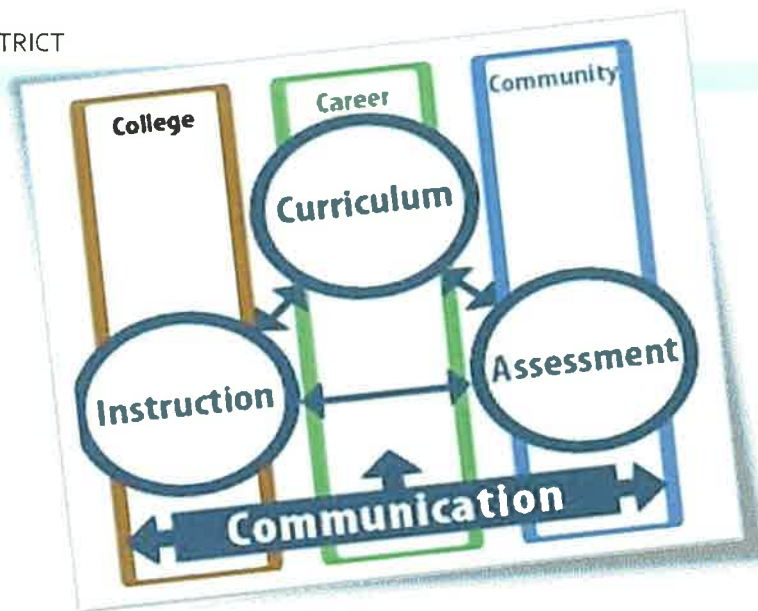
### How does this new report card help my child?

- Your child will know exactly what is expected to master goals for a particular subject area.
- All teachers across the District will have the same expectations for what a child should be able to do at a grade level. It clarifies what children should know about the content in a subject area. It helps to unify this common understanding about learning targets.
- Parents and guardians will know the grade level expectations and be better able to support a child's learning at home.
- Grades will be reported for each of the power standards identified rather than a single grade for the entire subject area.

### What other changes will I notice?

- Previous report cards included student behavior and effort as part of grades in academic area.
- New report cards will reflect ONLY what a child knows in relation to standards for the subject.
- Effort, behavior, and the child's skills related to academic success will be evaluated using a different key and reported in a separate section of the report card.
- The New York State standards describe what a student should know and be able to do by the end of the grade level. The language from the standards will be used to evaluate student growth on the new report card. This language helps teachers provide clear feedback on key standards.





## HOW CAN THE NEW REPORT CARDS HELP MY CHILD MEET THE COMMON CORE LEARNING STANDARDS?

The report card is a means of communicating with parents and guardians. This communication is designed to provide periodic feedback that evaluates the progress a child is making toward meeting the grade level standards. The report card is a tool that helps the child, parents/guardians, and educators see the links between the curriculum expectations, classroom instruction, and classroom assessment. Assessment of standards can take many forms including performance on classroom assignments, written essays, research reports, tests, oral presentations, group interaction, and teacher observation. Together, the links between these elements of instruction will help everyone guide your child to successful mastery of English, mathematics, social studies, science, the arts, and physical education standards.

**engage<sup>ny</sup>**

Our Students. Their Moment.

New York State has prepared a website to help parents, teachers, and administrators navigate through the new curricular changes. This site may help you better understand the standards in English Language Arts and mathematics. There are many helpful resources to help parents understand the shifts required by the Common Core Curriculum.

VISIT THE NEW YORK STATE WEBSITE AT [WWW.ENGAGENY.ORG](http://WWW.ENGAGENY.ORG)

## What are the new “grades,” or levels, on the report card?

<u>Academic Performance Level Key</u>	
<b>4</b>	<p><b><u>Excels beyond grade level standards</u></b></p> <ul style="list-style-type: none"> <li>• Student performance demonstrates a thorough understanding of the knowledge and skills expected at this grade level</li> <li>• Student demonstrates a deeper understanding of grade level standards</li> <li>• Student independently exceeds grade level standards</li> </ul>
<b>3</b>	<p><b><u>Proficient on grade level standards</u></b></p> <ul style="list-style-type: none"> <li>• Student performance demonstrates an understanding of the knowledge and skills expected at this grade level</li> <li>• Student demonstrates consistent application of skills</li> <li>• Student independently applies grade level standards</li> </ul>
<b>2</b>	<p><b><u>Does not meet minimum grade level standards</u></b></p> <ul style="list-style-type: none"> <li>• Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level</li> <li>• Student is progressing in understanding, however, the skills are not yet mastered</li> <li>• Student needs assistance to apply grade level standards</li> </ul>
<b>1</b>	<p><b><u>Demonstrates little evidence of knowledge and skills for this grade</u></b></p> <ul style="list-style-type: none"> <li>• Student performance does not demonstrate an understanding of the knowledge or skills expected at this grade level</li> <li>• Student is working below grade level expectations</li> <li>• Student struggles even with assistance</li> <li>• Student needs continued support and intervention</li> </ul>
<b>N/A</b>	<p>This mark indicates that the specific standard is <b>not applicable</b> as the standard is not addressed during this quarter. You should expect to see several N/A's used in the first quarter especially during the earlier grades. This is because the entire curriculum cannot be taught at once. While some learning standards will be addressed throughout the entire year, others will be phased in as the school year progresses.</p>

## What behaviors are important for meeting with success in school? What grades will be used to inform parents about behaviors related to learning?

<u>Key for Behavior Indicators</u>	
4	Independently exhibits behavior without teacher prompting
3	Frequently exhibits behavior with minimal teacher prompting
2	Inconsistently exhibits behavior and often requires teacher prompting
1	Rarely exhibits behavior and frequently requires teacher prompting

### What are some learning behaviors that are important to help my child with at home?

Success at school is based on a partnership between the teacher, the child, and the parent. Ultimately, the child will need to be responsible for his or her actions, but at the elementary level it is expected that support be provided from both the classroom and the home. Success is more likely if parents assist with the following:

- Encourage neat, accurate and legible work
- Encourage that your child complete all work by due dates
- Communicate that homework is important and assist in helping your child complete it as independently as possible, but with support as needed.
- Help your child organize their school notebooks, folders, backpacks, etc.
- Keep a calendar at home and have your child mark important dates
- Assist your child in developing strong study habits. Study every day for short periods rather than at length on the night before exams.
- Ask your child about their learning.

## **Important questions about the new report card:**

### **1. Why are only some of the standards listed on the report card?**

Standards-based report cards are not a listing of all New York State Standards. Teams of teachers reviewed the New York State and District standards for each grade level in the process of developing the report card. In their review, the teachers chose the descriptors which were considered most significant for student gains in each subject area and at each grade level. These standards are often referred to as “power standards.” It does not mean that the other standards are less important, or that they will not be taught. In order to effectively communicate a child’s progress, specific standards were selected to efficiently report growth during each of the four marking periods.

### **2. Can a student perform at a level 3 during one marking period and then receive a level 2 or 1 in subsequent marking periods?**

The expectations change from one marking period to another as the student moves toward the grade level expectations for the end of the year. As such a student may find that expectations have increased in each marking period. This may result in very different levels of proficiency. A student could receive a 3 in the first marking period, and a level 2 or 1 in the subsequent marking periods.

### **3. Some areas on my child’s report card were not evaluated this marking period and the report card shows N/A, or not applicable. Why wasn’t this standard evaluated?**

Some standards spiral and can be taught each marking period. These standards will be assessed more frequently, and progress will be reported every marking period. The level of sophistication in the task may change, or the level of text complexity may change, making the expectation more rigorous (i.e.: main idea). In other areas, the standard is based on a hierarchy and another standard must be mastered before the skill can progress to something more difficult. Other standards require an entire unit of study that may be unrelated to the current topic. In this case, the unit may be marked N/A for a quarter since the skill may not have been assessed at that time. When the standard is taught, the standard is evaluated.

## For Questions and Information:



We are committed to helping you understand your child's progress and providing ways in which you can help your son or daughter maximize their learning potential. If you have questions or concerns and would like to set up an appointment to discuss your child's progress, please make an appointment to meet with your child's classroom teacher. For general information related to the Common Core Learning Standards, NYS assessment, or Standards-based Reporting, our building leadership is always ready and able to assist you. Please contact your child's building principal for more general information.

### Our Leadership

#### **CENTRAL ADMINISTRATION**

**Mr. James W. Polansky**, *Superintendent of Schools*

**Dr. Kenneth A. Card, Jr.**, *Asst. Superintendent, Curriculum & Instruction*

**Mr. Sam Gergis**, *Asst. Superintendent, Business*

#### **BUILDING ADMINISTRATION K - 6**

**MR. MARLON SMALL**, PRINCIPAL, FLOWER HILL PRIMARY SCHOOL

**MS. VALERIE CAPITUOLO-SAIDE**, PRINCIPAL, JEFFERSON PRIMARY SCHOOL

**MRS. MICHELLE MARINO**, PRINCIPAL, SOUTHDOWN PRIMARY SCHOOL

**MRS. MARSHA NEVILLE**, PRINCIPAL, WASHINGTON PRIMARY SCHOOL

**MRS. MARY STOKKERS**, PRINCIPAL, WOODHULL INTERMEDIATE SCHOOL

**MR. JARRETT STEIN**, ASST. PRINCIPAL, WOODHULL INTERMEDIATE SCHOOL

**MS. RAE MONTESANO**, STEM COACH, JACK ABRAMS STEM MAGNET SCHOOL