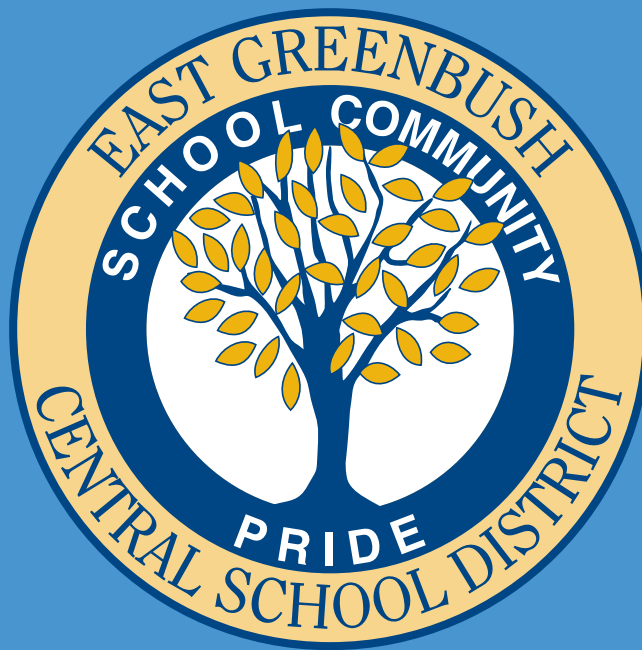


# REPORT CARD GUIDE

A comprehensive look at the new Standards-Based  
Reporting System for Grade 2



**EAST GREENBUSH CENTRAL SCHOOL DISTRICT**  
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## EAST GREENBUSH CENTRAL SCHOOL DISTRICT

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Dear Parents/Guardians,

New York State adopted the Next Generation Learning Standards on September 11, 2017. The new standards are the result of over two years of collaboration between the New York State Education Department, teachers and parents. These learning standards represent what every child should know and be able to demonstrate in each subject at each grade level.



Parents are active participants in the education of their children. The East Greenbush Central School District is responsible to ensure effective communication regarding students' academic progress occurs between the school and home. Parents need accurate and meaningful information about their child's strengths and challenges in order to better understand and support learning.

The East Greenbush Central School District believes that it is important to continually review and update our mechanisms for reporting student progress.

We created grade-level Report Card Committees, comprised of teachers from each of the district's five elementary buildings, to review policies pertaining to student learning, instructional guidelines, grading systems, promotion and retention. These committees participated in research pertaining to the various types of grading as well as the purpose of reporting.

This new Standards Based Report Card for Grades K-3 was designed by East Greenbush educators, reviewed by administrators, presented and endorsed by our Committee for Curriculum Study and approved by our Board of Education. It is our hope that parents, families, and teachers receive this as a positive step in better communicating grade level expectations for student learning.

James McHugh

*Assistant Superintendent for Curriculum and Instruction*

## CHANGES IN OUR NEW REPORT CARD:

Our new report cards for Grades K-3 are aligned to the NYS Next Generation Learning Standards and reflect updates in our curriculum and instruction.

The standards-based report card provides valuable information on your student's current performance related to the grade level standards ranging from emerging to exceeding levels. Your child's report card also provides information regarding their work habits, social skills, and speaking and listening.

## BENEFITS OF STANDARDS ALIGNED REPORT CARDS:

1. Reinforces high expectations for all East Greenbush Central School District students and schools.
2. Assists and supports teachers, families, and students to focus on the learning standards throughout the school year.
3. Provides a clear and understandable communication that provides specific feedback on student progress related to the standards so that school and home can work together to set meaningful goals for continued growth and development.

## WHAT PARENTS WILL FIND ON THE REPORT CARD:

1. Category titles and descriptors that reflect the grade appropriate Learning Standards.
2. A revised instructional rating scale (4-1 Scale):
  - Level 4 Exemplary
  - Level 3 Proficient
  - Level 2 Developing
  - Level 1 Emerging
  - NA Not Assessed
3. Learning behaviors and work habits that reflect age appropriate skills necessary to be a successful learner.

This reporting tool allows our educators to communicate accurately a student's progress toward meeting standards three times throughout the school year.



# INSTRUCTIONAL RATING SCALE

The East Greenbush Central School District believes that all students progress at different rates and require various levels of teacher support. Therefore the learning standards highlighted within these report cards will be met at different times throughout a typical school year. The goal is for all students to reach level 3, Proficient, by the end of the year.

*Numbers will be given to indicate progress on a 4-1 scale*

04

**EXEMPLARY**

*Student demonstrates an advanced understanding of the concepts, skills and processes taught in this reporting period and the student has exceeded the required performance level.*

03

**PROFICIENT**

*Student consistently demonstrates an understanding of the concepts, skills and processes taught in this reporting period.*

02

**DEVELOPING**

*Student is not yet consistent in demonstrating an understanding of the concepts, skills, and processes taught in this reporting period.*

01

**EMERGING**

*Student does not demonstrate an understanding of the concepts, skills and processes taught in this reporting period. Student is performing significantly below grade level expectations.*

**NOT ASSESSED**

*This concept, skill and/or process was not assessed this reporting period.*

## MORE ABOUT THE INSTRUCTIONAL RATING SCALE

**EARNING A “4”** means the student has an advanced understanding and exceeds grade-level expectations. A student receiving a “4” demonstrates academically superior skills in that specific area nearly all the time. This student demonstrates initiative, challenges him or herself and requires no support in demonstrating this advanced knowledge at school. A “4” is very difficult to obtain and indicates unusually high achievement.

**EARNING A “3”** means the student has a proficient understanding most of the time and meets grade level expectations. We want all of our students to reach a level “3.” A student receiving a “3” is right on track with our high academic expectations, and is something to be celebrated.


**“NOT ASSESSED”** simply means that this skill has not been taught and assessed during the marking period. The Report Card will show a darkened box to represent a standard not assessed.

**EARNING A “2”** means the student has a basic understanding some of the time and partially meets grade-level expectations. A student receiving a “2” understands the basic concept or skill, but has not yet reached the proficient level and requires moderate support. A “2” should indicate to parents that their child may need some extra help or extra time to practice/understand that concept or skill.

**EARNING A “1”** means the student has minimal understanding and does not meet grade-level expectations. A student receiving a “1” has academic delays according to our district standards and requires considerable support. Interventions may be needed to learn and stay on track with district expectations.

# WHAT WILL THE NEW REPORT CARD LOOK LIKE?

The new report card for Grades K-3 will include category titles and descriptors that reflect the grade-appropriate Learning Standards. Each learning standard will be graded on a 4-1 progress scale. Your child's report card also provides information regarding attendance and their work habits, social skills, and speaking and listening.



## Genet Elementary School

29 Englewood Ave. - East Greenbush, NY 12061-3900

### Report Card for Grade Level 2 - 2020-2021

**Student:**

Student Attendance	T1	T2	T3
Excused Absences	0	0	0
Unexcused Absences	0	0	1
Tardy	0	0	0

**Teacher:**

**STUDENT ACADEMIC PROFICIENCY LEVELS**

4- Exemplary - exceeding NYS/District Grade Level Standards  
3- Proficient - consistent understanding of NYS/District Grade Level Standards  
2- Developing - inconsistent understanding of NYS/District Grade Level Standards  
1- Emerging - not demonstrating understanding of NYS/District Grade Level Standards

**StudentID:**

**Date:**

**ENGLISH LANGUAGE ARTS**

Reading Effort

**READING Foundational Skills**

Knows and applies grade level phonics and word analysis skills in decoding words

Reads and identifies sight words

Reads accurately and fluently to support comprehension

Self-corrects and rereads for meaning

**READING Literary and Informational Texts**

Demonstrates an understanding of fictional story elements

Demonstrates an understanding of informational text features

Identifies the main idea and key details of a text

Uses text-based evidence to answer questions

**WRITING**

Writing Effort

**Narrative, Opinion, Informational**

Writes legibly

Applies appropriate grammar

Writes a complete sentence with capitalization and punctuation

Writes introductory and concluding sentences

Maintains and elaborates on topic

Writes in response to text using relevant details

Strengthens writing by revising and editing

**SPELLING**

Spelling Effort

Learns assigned words

Correctly spells words in writing

**T1 Comments:**

**T2 Comments:**

**T3 Comments:**

**MATHEMATICS**

Mathematics Effort

**Operations and Algebraic Thinking**

Fluently solves all sums to 20

Fluently solves all differences to 20

Relates addition and subtraction

Solves 1-step word problems

Solves 2-step word problems

Uses arrays to identify equal groups up to 5 rows/columns

Identifies odd and even numbers

**Numbers and Operations in Base 10**

Applies addition strategies

Applies subtraction strategies

Uses place value to add within 100

Uses place value to subtract within 100

Understands 3-digit place value

Adds and subtracts within 1,000

**Measurement and Data**

Estimates and measures length using appropriate measurement tools and units

Understands time in 5 minute increments

Counts coins up to \$1.00

Understands data and graphing

**Geometry**

Classifies polygons

Identifies fractions (halves/thirds/quarters)

**Academic Intervention Services**

Reading(X - Recel)

**WORK HABITS**

Uses time effectively to produce quality work

Works independently

Stays focused and on task

Appropriately transitions from one activity to another

Organizes belongings and materials

Follows classroom routines

Completes homework

**SOCIAL SKILLS**

Demonstrates respectful behavior

Works and plays well with peers

Demonstrates self-control

Attempts to resolve conflicts appropriately

Follows classroom and school rules

Uses classroom/school materials appropriately

**SPEAKING AND LISTENING**

Listens attentively during classroom instruction

Answers questions in response to oral prompts

Participates by contributing relevant and accurate information

Follows agreed upon rules for discussion

Follows verbal, multi-step directions

Orally presents knowledge and ideas clearly

**SCIENCE**

Science Effort

**SOCIAL STUDIES**

Social Studies Effort

**Attendance area indicates the number of days for Excused Absence, Unexcused Absence and Tardy.**

**Included on the bottom of each report card will be additional comments from the teacher about the individual student.**

**The learning standards will be organized by subject. Each learning standard will be graded on the 4-1 progress scale.**

ENGLISH LANGUAGE ARTS	T1	T2	T3
Reading Effort			
<b>READING Foundational Skills</b>	T1	T2	T3
Knows and applies grade level phonics and word analysis skills in decoding words			
Reads and identifies sight words			
Reads accurately and fluently to support comprehension			
Self-corrects and rereads for meaning			
<b>READING Literary and Informational Texts</b>	T1	T2	T3
Demonstrates an understanding of fictional story elements			
Demonstrates an understanding of informational text features			
Identifies the main idea and key details of a text			
Uses text-based evidence to answer questions			
<b>WRITING</b>	T1	T2	T3
Writing Effort			
<b>Narrative, Opinion, Informational</b>	T1	T2	T3
Writes legibly			
Applies appropriate grammar			
Writes a complete sentence with capitalization and punctuation			
Writes introductory and concluding sentences			



<b>MATHEMATICS</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Mathematics Effort			
<b>Operations and Algebraic Thinking</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Fluently solves all sums to 20			
Fluently solves all differences to 20			
Relates addition and subtraction			
Solves 1-step word problems			
Solves 2-step word problems			
Uses arrays to identify equal groups up to 5 rows/columns			
Identifies odd and even numbers			
<b>Numbers and Operations in Base 10</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Applies addition strategies			
Applies subtraction strategies			
Uses place value to add within 100			
Uses place value to subtract within 100			
Understands 3-digit place value			
Adds and subtracts within 1,000			
<b>Measurement and Data</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Estimates and measures length using appropriate measurement tools and units			
Understands time in 5 minute increments			
Counts coins up to \$1.00			

Student report cards will continue to be completed and sent home at three different times throughout the school year (November, March, June).

A shaded box indicates that this particular skill has not been taught and assessed during the marking period.

<b>WORK HABITS</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Uses time effectively to produce quality work			
Works independently			
Stays focused and on task			
Appropriately transitions from one activity to another			
Organizes belongings and materials			
Follows classroom routines			
Completes homework			
<b>SOCIAL SKILLS</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Demonstrates respectful behavior			
Works and plays well with peers			
Demonstrates self-control			
Attempts to resolve conflicts appropriately			
Follows classroom and school rules			
Uses classroom/school materials appropriately			
<b>SPEAKING AND LISTENING</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Listens attentively during classroom instruction			
Answers questions in response to oral prompts			

The standards for Work Habits, Social Skills, Speaking and Listening will be graded on how consistently the student displays that particular skill or behavior.

# DEFINITION OF FREQUENTLY USED TERMS

**FOUNDATIONAL SKILLS:** A set of skills students must master before they can become fluent readers. These skills include the alphabet, the concept of print, phonological awareness, phonics, high-frequency words, and reading fluency.

**PHONEMIC AWARENESS:** The ability to recognize that a spoken word consists of a sequence of individual sounds.

**PHONICS:** A method of teaching reading by correlating sounds with letter or groups of letters.

**DECODING:** A variety of ways to tackle a difficult or new word.

**SIGHT WORDS:** Lists of words that students are expected to master at each grade level that consist of the most frequently used words in writing.

**READING FLUENCY:** The ability to read text effortlessly with accuracy, speed, and expression.

**READING COMPREHENSION:** The ability to make accurate meaning of a text; understanding what was read.

**INFORMATIONAL TEXTS:** Is nonfiction writing, written with the intention of informing the reader about a specific topic.

**TEXT FEATURES:** Include all the components of a story or an article that are not the main body of text. These include the title, title page, table of contents, index, glossary, headings, bold words, pictures, captions, and diagrams.

**KEY IDEAS AND DETAILS:** Important details and ideas that are used to determine and support the main idea of a text (Character, Setting, Author's Purpose, Problem and Solution, Main Idea)

**MAIN TOPIC/MAIN IDEA:** The most important thought about the topic.

**ELEMENTS OF NONFICTION:** Organizational features, such as tables of contents, headings captions, and text structures, which help the reader to understand and interpret a nonfiction text.

**INSTRUCTIONAL READING LEVEL:** The level at which a student can read with understanding, supported by teacher guidance. The text at this level is somewhat challenging in order to allow the student to grow as a reader, yet does not frustrate the student or result in the student merely saying the words without understanding the meaning.

**INDEPENDENT READING LEVEL:** The level at which a student can read with understanding and ease, without assistance.

**CONVENTIONS OF WRITING:** Elements such as, spelling, punctuation, capitalization, and grammar that make a student's writing clear and understandable

**NARRATIVE WRITING:** Relates a clear sequence of events that occurs over time. Both what happens and the order in which the events occur are communicated to the reader. Effective narration requires a writer to give a clear sequence of events (fictional or non-fictional) and to provide elaboration.

**OPINION WRITING:** States a claim and gives the writer's views on a topic. It attempts to persuade readers to think or feel a certain way or calls them to take some action. Often found in advertising, letters to an editor, book reviews, magazine articles, and newspaper columns.

**INFORMATIONAL WRITING:** A type of nonfiction writing that conveys information about something, which means it is factual.

**RUBRIC:** A systematic scoring guideline to evaluate students' performance through the use of a detailed description of performance standards.

**RELATED MATH FACT:** Producing addition and subtraction equations using the same three numbers (Part/Part/Whole).

**PLACE VALUE:** The numerical value that a digit has by virtue of its position in a number. Understanding that number digits have value and can be split into hundreds/tens/ones.

**FACT FLUENCY:** Is the ability to recall the answers to basic math facts automatically and without hesitation. Fact fluency is gained through significant practice, with mastery of basic math facts.

**MATH FLUENCY:** Fluidly a student can use one or more math strategies to solve an equation.

# FREQUENTLY ASKED QUESTIONS

## **Q: HOW WERE THESE STANDARDS SELECTED?**

**A:** The Board of Regents adopted the newly revised English Language Arts and Mathematics Learning Standards on September 11, 2017. The new standards have been the result of over two years of collaborative work to ensure New York State has the best learning standards for our students. Over 130 educators and parents worked together to make recommendations and revise the standards, resulting in a new set of revised English Language Arts and Mathematics Learning Standards. The East Greenbush Central School District Grades K-3 Report Cards reflects what students need to know, understand, and be able to do by the end of a given academic year. It is our belief that a common understanding of what is expected of each student, as well as a clear understanding of each student's progress towards his or her full potential, is essential in communicating accurate and transparent information about a student's performance.

## **Q: WHY IMPLEMENT A STANDARDS-BASED REPORT CARD?**

**A:** The East Greenbush Central School District has changed the Grades K-3 Report Card to align with the Next Generation Learning Standards that were adopted by the New York State Education Department on September 11, 2017 and to provide parents with more detailed and meaningful information regarding their child's academic and social progress.

## **Q: WHY MAKE THIS CHANGE?**

**A:** The former report cards had been in place for over a decade. The Report Cards were outdated and did not accurately and effectively communicate the specific information teachers need to share with parents regarding their child's progress. The NYS Learning Standards as well as the East Greenbush Central School District's curriculum has changed over time. Our classroom teachers have expressed the need for a new tool that more accurately represents what students know and are able to demonstrate.

## **Q: HOW WILL THIS NEW REPORT CARD HELP PARENTS?**

**A:** The new report card enables parents to receive accurate information regarding their child's growth throughout the marking period as it relates to the learning standards. The report card should help facilitate more meaningful conversations at parent/teacher conferences.

## **Q: WHY ARE ALL OF THE NEXT GENERATION LEARNING STANDARDS NOT LISTED ON THIS REPORT CARD?**

**A:** A standards-based report card is not the same as a standard/learning outcome listing. A team of teachers under the direction of the Assistant Superintendent for Curriculum and Instruction reviewed the New York State Learning Standards and District's curriculum for each grade level; and chose the descriptors which were considered most significant for student learning in each of the grade levels.

## **Q: HOW WILL MY CHILD'S PROGRESS BE REPORTED?**

**A:** A standards-based report card uses academic performance indicators that are observable and objective. The standards themselves are based on benchmarks that specify what students should know and be able to demonstrate at each grade level. They serve as a basis for our curriculum, instruction and assessments. A grade level rubric aligned to the report card was established to assist teachers when evaluating students. The scoring rubric was designed to facilitate greater grade-level consistency throughout the district.

## **Q: HOW WILL STUDENT PROGRESS BE REPORTED FOR WORK HABITS, SOCIAL SKILLS, SPEAKING AND LISTENING?**

**A:** Individual student progress in the areas of work habits, social skills, speaking and listening will also be included on the new report card to ensure that parents are informed of their child's attitudes and dispositions toward learning. These areas are rated as C (Student consistently displays appropriate learning skills and behaviors daily), P (Student is progressing towards appropriate learning skills and behaviors most of the time) or N (Student needs improvement in displaying appropriate learning skills and behaviors).

## **Q: WHY ARE THERE NO LETTER GRADES?**

**A:** A standards-based report card's performance rating approach (4, 3, 2, 1) provides information about student achievement without the need for letter grades.

Letter grades: Follow a teacher's individual assessments and expectations; Do not show a student's performance toward state and district expectations; and Do not align with other NYS reporting procedures. A standards-based approach better ensures that the actual learning standards are implemented and assessed with greater consistency. The standards-based report card places an emphasis on the skills acquired rather than just scores. The standards-based report card provides a clearer picture of where your child is on the continuum of learning.

## **Q: CAN MY CHILD PERFORM AT A CERTAIN LEVEL (4, 3, 2, 1) IN A MARKING PERIOD AND THEN MOVE TO A LOWER LEVEL IN THE NEXT MARKING PERIOD DURING THE SAME ACADEMIC YEAR?**

**A:** Yes. The expectations change from one marking period to the next marking period as students move toward the end of grade-level expectations. This means: A student may meet the grade-level expectation during a particular marking period, but as the expectations increase, that same student may not demonstrate the same level of proficiency during the next marking period. For example a student might receive a Level 4 in the first marking period and then receive a Level 3 in the second marking period.

The East Greenbush Central School District hopes that you find this resource as well as the standards-based report card valuable. Please feel free to contact your child's school or the Office of Curriculum and Instruction if you have any questions or concerns.

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