

K-5 Report Cards

Board of Education Meeting

November 19, 2015

Tara Gaiss, Coordinator of Reading and AIS/RtI

Robin Rann, District Chairperson of Mathematics

Why Standards Based Reporting?

- Aligns Report Cards to Standards and Current Practices
- Identifies Individual Strength and Stretch Areas
- Helps Teachers Adjust Instruction & Design Interventions
- Helps Parents and Students Understand Grade Level Expectations
- Surrounding districts who have adopted standards-based report cards:
HHH, Kings Park, Jericho, W. Islip, Babylon, Wantagh, N. Bellmore,
Smithtown, Three Village, & Elwood

How Did We Get Here?

- 2013-14: Grading Sub-Committee of ECC Recommended Developing New Standards-Based Report Cards that
 - Encourage more consistency in reporting
 - Emphasize descriptive over average/quantitative grading and reporting
 - Promote growth
 - Support the use of rubrics

How Did We Get Here?

- 2014-15: Report Card Committee was Established for Developing New Report Cards with the Following Goals in Mind:
 - Report on Performance, Progress, and Process in a Way that Parents Can Understand
 - Support Parent Conference Conversations
 - Are Grade-Specific and Standards-Based (reflecting Common Core Standards)

How Did We Get Here?

- A Team of 21 Members Comprised of Teachers, Psychologists, Coordinators, Building & District Administrators Met Monthly During the 2014-2015 school year as a Whole Committee, with Several Additional Sub-Committee (ELA/Math) Meetings
 - Examined/Critiqued 12 Standards-Based Report Cards from Surrounding Districts
 - Formulated New Report Card Structure for Northport-E. Northport
 - Broke into 2 Sub-Groups to Identify Standards for each Grade's Report Card (ELA/Math)
 - Developed Remaining Areas of Report Card (Learning Behaviors, etc.)
 - Ongoing Progress was Reported at Monthly Elementary Curriculum Council

Thank You to ERC Committee Members!

Terry Behrenfeld, Beth Dragone, Christine D'Aurio, Sue Cucchiara, Jen Desmond, Jen Voigt, Judy Proscia, Karrie Kruger, Kathy Nelson, Marie DiGennaro, Mary Cerussi-Friess, Matt Comiskey, Pat Essenfeld, Sabina Larkin, Lori Beekman, Jamie Dellaquila, Patricia Schmitt, Jill Marie Mika, Jane Pastorelli, Robin Rann & Tara Gaiss

A Snapshot in Time

- Grades reflect a student's understanding within a given standard three times per year
- Grades reflect a child's ability to apply grade level concepts that are introduced each trimester
- Instructional Reading Benchmark Level (reading record level) is reported each trimester
- Reading Continuum Level is reported each trimester
- In addition to concept development in mathematics, fluency and problem solving skills are evaluated each trimester

Performance Key

Level	Looks Like
3	Demonstrates Proficient Knowledge/Understanding of Concepts and Skills Taught. Consistently Meets Requirements for Grade Level Work.
2	Beginning to Demonstrate Knowledge/Understanding of Concepts and Skills Taught. Inconsistently Meets Requirements for Grade Level Work.
1	Does Not Yet Demonstrate Knowledge/Understanding of Grade Level Concepts and Skills Taught.

**Some concepts will be grayed out (e.g., those not taught during Trimester 1).*

Level	Looks Like
4	Consistently Produces Work that Demonstrates a Deeper Application of Grade Level Concepts and Skills Taught.

In order to achieve a Level 4, a student must consistently demonstrate deeper application of grade level concepts/skills. Fewer students will achieve at this level. Students who perform at Level 3 are successfully meeting the challenging requirements for grade-level work.

Level 3



Level 4!



Performance Key

Level	Looks Like
M	Mastered
NY	Not Yet Mastered

The following areas will be scored as “mastered” or “not yet mastered.”

- Mathematics: Fluency Expectations Specific to the Grade Level (as identified in CCSS)
- ELA: Foundational Skills/Printing Letters in Kindergarten
Foundational Skills/ Distinguishes long from short vowels & Knows vowel sounds

Reading Continuum

AA Pre-Primer		A-C Emergent Reader		D-H Beginning Reader		I-M Transitional Reader		N-R Expanding Reader		S-Z Independent Reader	
Early (EPP)	Advanced (APP)	Early (EE)	Advanced (AE)	Early (EB)	Advanced (AB)	Early (ET)	Advanced (AT)	Early (EEEx)	Advanced (AEEx)	Early (EI)	Advanced (AI)
<ul style="list-style-type: none"> • Differentiates letters from numerals • Recognizes some upper / lower case letters of the alphabet, especially those in own name • Recognizes that letters are grouped to form words • Recognizes that spoken words are represented in written language by specific sequences of letters • Displays the ability to sit and listen to someone read a book • Follow words from left to right, top to bottom 	<ul style="list-style-type: none"> • Recognizes and names some upper / lower case letters of the alphabet, especially those in own name • Recognizes own name and common signs and labels in the environment • Understands that words are separated by spaces in print • Understands that the alphabet is composed of letters • Displays the ability to sit and listen to someone 	<ul style="list-style-type: none"> • Identifies rhyming words • Recognizes some environmental print • Recognizes letters and associates some letter sounds • Uses oral language patterns for word solving • May recognize familiar words occasionally • Displays awareness of print concepts • May engage in "pretend" reading or "read" from memory • Makes predictions about a story with 	<ul style="list-style-type: none"> • Identifies and generates rhyming words • Understands that letters form words and words form sentences • Demonstrates an awareness of letter-sound relationships, e.g., initial consonants • Recognizes a few familiar words on sight • Begins to blend sounds to form words • Relies on picture clues and background knowledge to gain meaning from text 	<ul style="list-style-type: none"> • Begins to use some aspects of cueing systems (meaning, structure, visual) with prompting • Recognizes some high frequency words • Solves new words using knowledge of letter-sound relationships and word parts • Relies more on print to gain meaning of the text, but pictures play important role • Begins to use strategies to monitor and self-correct • Identifies some 	<ul style="list-style-type: none"> • Uses cueing systems (meaning, structure, visual) with or without prompting • Recognizes many high frequency words • Relies mainly on print to gain meaning of text with pictures playing supporting role • Sometimes uses strategies to monitor and self-correct • Identifies and discusses some 	<ul style="list-style-type: none"> • Uses cueing systems (meaning, structure, visual) to problem-solve and gain meaning with increasing independence • Substantial sight vocabulary is established • Develops active word-solving strategies to decode multi-syllabic words • Consistently monitors and self-corrects • Identifies and discusses story elements and main idea with 	<ul style="list-style-type: none"> • Uses cueing systems (meaning, structure, visual) to problem-solve and gain meaning independently • Sight vocabulary is established • Applies competent, active word-solving strategies to more complex multi-syllabic words • Recognizes more irregular word patterns • Consistently and automatically monitors and self-corrects • Identifies and discusses story 	<ul style="list-style-type: none"> • Cueing systems (meaning, structure, visual) are generally internalized • Knowledge of high frequency words continues to grow • Uses word parts to derive the meaning of an unknown word • Applies graphic information to aid in interpretation of text • Begins to discuss literature with reference to plot, theme and characters' actions • Identifies with characters and 	<ul style="list-style-type: none"> • Cueing systems are internalized • Acquires new vocabulary from context and instruction • Recognizes base words, prefixes and suffixes to derive meaning • Problem-solving strategies occur automatically • Uses reasons and examples to support ideas and conclusions about characters, plot and theme • Adds depth to responses through insightful connections to 	<ul style="list-style-type: none"> • Uses a variety of word-solving strategies, background knowledge, graphics and readers' tools (glossary, dictionary) to derive meaning of unknown words • Acquires and applies new vocabulary from reading and use of readers' tools • Begins to evaluate, interpret and analyze text critically • Goes beyond the text to form own interpretations and understandings • Contributes in-depth responses to group discussions 	<ul style="list-style-type: none"> • Understands how words work; employs a wide range of strategies, such as analogy and structural analysis • Expands vocabulary through wide reading and applies to various situations • Evaluates, interprets and analyzes more complex text critically • Contributes unique insights and supports opinions about literature • Develops empathy towards the human condition as expressed through mature themes • Develops an appreciation of literature through the exploration of various topics and genres • Identifies preferences for

- Reporting a student's reading behaviors helps parents to better assist their child in his/her reading development
- Allows for a deeper conversation around student progress
- Using the Continuum helps teachers give parents & readers an understanding of the progress made and work readers can do to become more proficient

Grade Level Math Fluencies

Grade	Required Fluency
K	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20 ¹ Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100 ² Add/subtract within 1000
4	Add/subtract within 1,000,000
5	Multi-digit multiplication
6	Multi-digit division Multi-digit decimal operations
7	Solve $px + q = r$, $p(x + q) = r$
8	Solve simple 2×2 systems by inspection

Learning Behaviors & Growth Habits Key

Level	Looks Like
C	Consistently
I	Inconsistently
NY	Not Yet Observed

Comments & Goal Setting

- There is a Comments & Goal Setting Field for Physical Education, Art, Music, & Library.
- There is a General Comments Box for each Marking Period.

Beyond Committee / Teacher PD

- Draft progress report templates circulated to grade-levels (Spring 2015)
- Final progress report draft reviewed at grade-level meetings (June 8, 2015)
- Monthly reports to Elementary Curriculum Council during 2014-2015 school year with drafts presented in June of 2015 – revisions distributed via e-mail to teachers (September 2015)
- Five hours of training on November 3rd for classroom teachers (covering ELA, Mathematics, Learning Behaviors & Growth Habits)
- Two-hour PD session for teachers in late November

Parent Communication

- Monthly reports to Elementary Curriculum Council [parent representatives] during 2014-2015 school year with drafts presented in June of 2015
- Two-hour presentation to PTA Council on November 10th
- Presentations to building PTAs by elementary principals (Fall 2015)
- Webinar for parents on November 30th (will be recorded and posted)
- Live parent workshop in the ENMS North Cafeteria on December 2nd
- Q&A Document for parents on the District's website



Student:

Grade: **First**

School Year: **2015 - 2016**

Teacher:

Principal:

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ENGLISH LANGUAGE ARTS

Reading	MP1	MP2	MP3
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Literature & Informational Texts

Reading Continuum Level			
Instructional Reading Benchmark Level			
Asks and answers questions about key details in a text			
Retells various texts, including key details			
Describes characters, settings, and major events			
Explains the difference between fiction and non-fiction, identifying text features			
Identifies the point of view within a text			
Describes the relationship between illustrations and the text			
Compares and contrasts characters, events, and texts on the same topic			
Uses appropriate reading strategies (e.g. does it look right, sound right, make sense) to monitor and self-correct			

Foundational Skills

Knows vowel sounds			
Distinguishes long from short vowel sounds			
Blends sounds to form words			
Segments (breaks apart) sounds of words			
Counts, blends, and segments syllables			
Knows and applies grade-level phonics and word analysis skills in decoding words			
Reads sight words			

Writing & Language

	MP1	MP2	MP3
Writes to describe an event, provide information, or state an opinion			
Uses appropriate capitalization and punctuation			
Uses appropriate spacing between words			
Uses developmental spelling			
Correctly spells sight words			

Speaking & Listening

	MP1	MP2	MP3
Engages appropriately in collaborative discussions			
Builds on the ideas of others in conversation			
Adapts speech to a variety of tasks and audiences			
Uses age appropriate grammar and syntax			
Engages in active listening			

MATHEMATICS

	MP1	MP2	MP3
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Fluency

Demonstrates computational fluency (efficiency and accuracy)			
Fluency Goal: Adds and subtracts within 10			

Problem Solving

Makes sense of problems and perseveres in solving them			
Uses reasoning and models when problem solving			
Explains reasoning using mathematical language			
Looks for and makes use of structure and patterns when problem solving			

Concept Development

Adds within 20 using a variety of strategies (e.g., counting on)			
Subtracts within 20 using a variety of strategies (e.g., number line)			
Uses addition and subtraction to solve problems			
Understands fact families/number bonds			
Counts on from a given number to 120			
Understands place value			
Uses place value to add			
Uses place value to subtract			
Measures lengths of objects using other objects			
Tells and writes time in hours and half hours			
Identifies coins and and their value			
Represents and interprets data			
Knows shapes and understands their attributes			

Science & Social Studies

	MP1	MP2	MP3
Science			
Social Studies			

Performance Key

3	Demonstrates proficient knowledge/understanding of concepts and skills taught. Consistently meets requirements for grade level work.
	Beginning to demonstrate knowledge/understanding of concepts and

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Learning Behaviors and Growth Habits Key

Consistently	C
Inconsistently	I
Not Yet Observed	NY

Learning Behaviors and Growth Habits

	MP1	MP2	MP3
Demonstrates respect			
Demonstrates verbal self-control			
Demonstrates physical self-control			
Follows directions			
Works cooperatively in a group			
Organizes self and materials			
Uses work time productively and appropriately			
Completes homework			
Takes pride in achieving quality work			
Takes risks and embraces challenges			
Learns from setbacks and accepts feedback			
Recognizes the importance of practice			
Asks questions and "thinks about thinking"			

Special Areas

	MP1	MP2	MP3
Art			

Comments & Goal Setting:

testing comments

Music			
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Comments & Goal Setting:

testing comments

Library			
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Comments & Goal Setting:

testing comments

Physical Education			
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Comments & Goal Setting:

testing comments

TEACHER COMMENTS

MP1 Comments and Goal Setting:

MP2 Comments and Goal Setting:

MP3 Comments and Goal Setting:

Thank You!