



Half Hollow Hills Central School District Elementary Report Card Guide



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CHANGES IN OUR NEW REPORT CARD

Our new report card is aligned to learning standards and reflects updates in our curriculum and instruction. Parents will find:

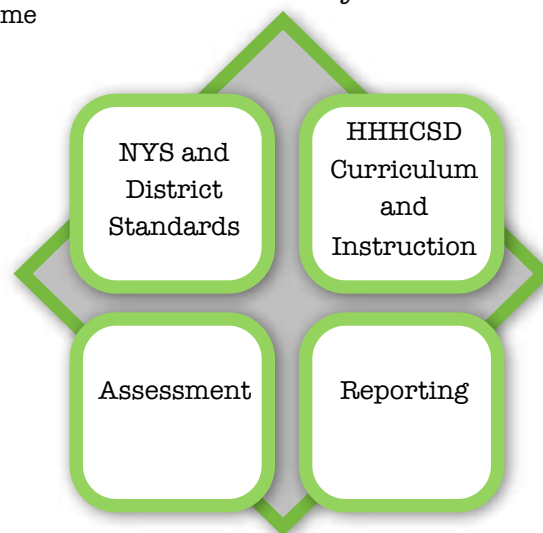
1. Category titles and descriptors reflecting the New York State and District standards
2. Academic Grading keys reflecting student progress toward State and District standards (4-1 scale)
3. Effort/ Habits of Success keys reflecting student skills necessary to be a successful learner (4-1 scale)

STANDARDS-BASED REPORT CARDS

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

1. The content standards as outlined by the New York State and District standards that describe what a student should know and be able to do at an identified point in time
2. The standards-based curriculum that a teacher uses to ensure that classroom instruction targets these standards
3. The assessments that a teacher uses to measure learning and the extent to which a student has met each standard

4. The communication tool that allows a teacher to accurately report a student's progress toward meeting standards three times throughout the school year





Half Hollow Hills Central School District

School Name

Student Name:

Teacher Name:

Academic Key

Exceeding Standards	4
Meeting Standards	3
Working Toward Standards	2
Not Meeting Standards	1
Not Assessed at this time	NA

Effort/Habits of Success Key

Exceeding Expectations	4
Meeting Expectations	3
Working Toward Expectations	2
Not Meeting Expectations	1

Attendance

	MP1	MP2	MP3
Excused Absence	0	0	0
Unexcused Absence	0	0	0
Late Arrival	0	0	0
Early Dismissal	0	0	0

English Language Arts

Reading Literature and Informational Texts

	MP1	MP2	MP3
Instructional reading level			
Retells stories to include key details			
Identifies who is telling the story at various points in the text			
Answers questions about key details in a text			
Identifies main topics and retells key details of an informational text			
Uses text features to locate information in a text			

Reading Foundational Skills

	MP1	MP2	MP3
Knows and applies grade-level phonics and word analysis skills to decode words			
Reads accurately and fluently			

Writing

	MP1	MP2	MP3
Writes to communicate ideas effectively			
Focuses on topics and adds details to strengthen writing			
Gathers information from print/digital sources or personal experiences			
Collaborates in a shared research and/or writing project about a topic			

Language

	MP1	MP2	MP3
Demonstrates command of grade-level conventions of standard English grammar and usage			
Acquires and uses grade-level appropriate vocabulary			
Applies conventional spelling of grade-level words in written work			

Speaking and Listening

Participates in discussions within a group			
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Asks and answers questions about key details from text read aloud			
Describes familiar people, places, or events clearly and with relevant details			
English Language Arts Effort			

Math

Math Practices

	MP1	MP2	MP3
Reasons with and explains math			
Models math scenarios and uses tools strategically			
Finds structure and patterns in math			
Perseveres when solving problems and attends to precision			

Operations and Algebraic Thinking

	MP1	MP2	MP3
Represents and solves problems involving addition and subtraction			
Understands and applies properties of operations and the relationship between addition and subtraction			
Adds and subtracts within 20			
Works with addition and subtraction equations			

Number and Operations in Base Ten

	MP1	MP2	MP3
Extends the counting sequence			
Understands place value			
Uses place value understanding and properties of operations to add and subtract			

Measurement and Data

	MP1	MP2	MP3
Measures lengths indirectly and by iterating length units			
Tells and writes time			
Represents and interprets data			

Geometry

	MP1	MP2	MP3
Reasons with shapes and their attributes			
Math Effort			

Social Studies

	MP1	MP2	MP3
Gathering, Using and Interpreting Evidence			
Chronological Reasoning and Causation			
Comparison and Contextualization			

Indicators (4-1) are used to report achievement of District Grade Level Standards and Effort/Habits of Success.

Shaded boxes indicate that these standards are not assessed during the marking period.

Attendance section will provide a record of excused absences, unexcused absences, late arrivals, and early dismissals.

Teachers report student progress by descriptors within each strand.

Geographic Reasoning			
Economics, Economic Systems, and Civic Participation			
<i>Social Studies Effort</i>			
Science			
	MP1	MP2	MP3
Demonstrates an understanding of scientific content and concepts			
Communicates scientific ideas effectively by drawing, writing, and/or speaking			
Uses inquiry and process skills to draw logical conclusions and design solutions			
<i>Science Effort</i>			
Art			
	MP1	MP2	MP3
Understands and uses the elements and principles of art			
Demonstrates grade level skills/learning in various mediums			
Demonstrates responsible personal/social behaviors			
<i>Art Effort</i>			
Music			
	MP1	MP2	MP3
Communicates understanding of grade level concepts			
Demonstrates grade level performance skills/learning			
Demonstrates responsible personal/social behaviors			
<i>Music Effort</i>			
Physical Education			
	MP1	MP2	MP3
Communicates understanding of grade level concepts			
Uses motor/movement skills appropriate for age/grade level			
Demonstrates responsible personal/social behaviors			
<i>Physical Education Effort</i>			
Habits of Success			
	MP1	MP2	MP3
Respects others' rights, feelings and property			
Accepts responsibility for own behavior			
Exercises self-control			
Organizes self and materials			
Follows directions			
Focuses on task at hand			
Approaches challenges using a variety of strategies			
Listens attentively during class discussions and activities			
Perseveres through challenges			
Uses time effectively to produce quality work			
Works effectively within a group			
Completes homework on time			
Classroom Teacher Comments			

Student progress will be reported in three marking periods.

MP1
MP2
MP3

Habits of Success indicators (4-1) report the development of skills necessary to be a successful learner.

This section will contain more specific information regarding individual student progress.

Marking Period 1, Marking Period 2, and Marking Period 3

Performance Level Key

4 Exceeding Standards at Marking Period	3 Meeting Standards at Marking Period	2 Working Towards Standards at Marking Period	1 Below Standards at Marking Period
Students performing at this level exceed standards for their grade. They demonstrate knowledge, skills, and practices embodied by standards that are considered more than sufficient for the expectations at this grade.	Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by standards that are considered sufficient for the expectations at this grade.	Students performing at this level are below proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by standards that are considered partial but insufficient for the expectations at this grade.	Students performing at this level are well below proficient in standards for their grade. They demonstrate limited knowledge, skills, and practices embodied by standards that are considered insufficient for the expectations at this grade.



Frequently Asked Questions

Q: Why a Standards-Based Report Card?

A: Standards-based report cards provide:

- ★ Consistent evaluations throughout the year
- ★ Individualized instruction information
- ★ Consistent evaluations between students

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 period. In addition, they:

- ★ Promote more detailed and meaningful conversations at parent/teacher conferences
- ★ Allow for careful and precise monitoring of student achievement
- ★ Reflect grade-level standards and expectations so parents gain a complete idea of student progress

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. Teams of teachers and administrators:

- ★ Reviewed the New York State and District standards for each grade level
- ★ Chose descriptors which were considered most significant for student learning in each grade level

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 students move toward the end of grade-level expectations. This means:

- ★ A student may meet the grade-level expectation during the first marking period, but as the expectations increase and content changes, the student may not demonstrate the same level of proficiency during the next marking period

PLEASE NOTE

- ★ A 3, meeting standards, is the **primary goal** for all students
- ★ A 4, exceeding standards, will only be used for those situations when a student has **consistently gone well beyond** what is expected for meeting the grade level standards

Please refer to the Performance Level Key for more information.

