Spencerport K-5 Report Card

A PARENT/GUARDIAN GUIDE TO THE NEW ELEMENTARY REPORT CARD

2021-2022

GUIDE TO THE 2021-2022 SPENCERPORT ELEMENTARY REPORT CARD

The purpose of this document is to serve as a general overview to help parents understand the key concepts behind our updated Elementary Report Card, which is being implemented for the first time in the 2021-2022 school year. The updated report card represents some significant revisions to the former report card. Please use this document to familiarize yourself with the key features and frequently asked questions about the report card. Further questions can be directed to your child's principal.

DEVELOPMENT OF THE REVISED REPORT CARD AND GENERAL CONSIDERATIONS

The Elementary Report Card was revised using a collaborative process, involving input from a variety of teachers, parents, and administrators from both the building level and district level. All feedback was carefully considered in our effort to create a report card that provides clear communication to families, is aligned to the NYS Next Generation Learning Standards, and is efficient for teachers to use.

As always, the report card is one form of communication between home and school. The Spencerport School District encourages ongoing communication between teachers and families throughout the school year. Parent/Teacher conferences, phone calls, emails, and other forms of communication are used to create a partnership between school and home that support a child's success. The report card, while important, provides only a snapshot of a child's progress throughout the year. If you have any additional questions or concerns about your child's performance or progress in school, please do not hesitate to reach out to your child's teacher, counselor, or principal.

CHANGES TO THE REPORT CARD

This section outlines the main changes to the report card.

1. Social Development section
   a. The behaviors previously listed in the Social Development section of the report card have been updated to align to the NYS Social Emotional Learning Benchmarks and now appear at the top of the report card document.
   b. A copy of the entire NYS Social Emotional Learning Benchmarks document can be found by visiting http://www.p12.nysed.gov/sss/documents/NYSSELBenchmarks.pdf.
2. Rating Codes for Achievement
   a. Change in the language used for a score of a 4 and a 2.

Score	Former Language	New Language
4	Meeting Standards with Distinction	Exceeding Standards
3	Meeting Standards	Meeting Standards
2	Working Toward Standards	Approaching Standards
1	Not Meeting Standards	Not Meeting Standards

3. Humanities and STEM sections
   a. Academic sections of the revised report card are now separated by ELA, Math, and the Content Areas
4. Comments Sections
   a. In an effort to provide teachers more space to write narrative comments, an additional comment section has been added to address each child's progress toward social emotional learning benchmarks.
   b. A second comment section appears for Academic Comments from your child's classroom teacher.
   c. When necessary, comments may appear in the special areas sections as well.
5. Inclusion of Support Services Reporting
   a. For students who receive additional services in RtI or English as a New Language, service providers' reports will be included on the report card instead of in a separate document.
   b. Students with an IEP will continue to receive separate reports from their Special Education Case Managers and Related Service Providers.
6. Alignment to Next Generation Learning Standards
   a. In 2017, New York State adopted the Next Generation Learning Standards in Math and ELA to be implemented beginning in the 2021-2022 school year. Revisions have been made to align to the updated standards.
7. Addition of F&P Reading level trimester benchmarks
   a. The former report card provided only the end of year benchmark for the Fountas and Pinell reading level for specific the grade. The revised report card provides parents with the trimester benchmark for each grade level to more accurately report student progress in their reading levels throughout the year.
8. Achievement Scale
   a. While both the former and the updated report card use standards-based grading, the former report card used a *Point in Time* approach to reporting achievement. The updated report card uses the end of year standard and reports student progress toward meeting the end of year standard at three different points during the year. More is explained on this shift in the Achievement Scale and Standards Based Grading section below.

ACHIEVEMENT SCALE AND STANDARDS BASED GRADING

The standards-based report card, distributed three times a year, is one part of the system used in Spencerport to report academic progress to families. The report cards are aligned to the New York State Next Generation Standards and list the essential skills students should learn in each subject at a particular grade level. **It is important to note that the standards are end-of-grade expectations, so this is a useful tool in seeing your child's progress toward those standards.**

The scale below is used to report academic achievement as a student progresses through the year to meet the end-of-year grade level standards. For the first two report cards, students are evaluated on their progress toward the end of year grade level standards. On the final report card in June, the score

reflects their actual achievement in relation to the standards. The goal is for students to achieve 3's in June, indicating that the student has met grade level standards at the conclusion of the school year.

With this approach to grade reporting, the goals remain constant throughout the year and parents can more clearly see their child's growth toward meeting standards over the course of the year.

4: Exceeding Grade Level Standards	Students who achieve a 4 have met end of year expectations and are working beyond grade level.
3: Meeting Grade Level Standards	Students who achieve a 3 have met the end of year grade level expectations. **This is the goal for the third report card in June.**
2: Approaching Grade Level Standards	Students who achieve a 2 are approaching achievement of the end of year grade level expectations. **This is the most common achievement level for the 1st and 2nd report cards as students are making progress toward end of year standards.**
1: Not Meeting Grade Level Standards	Students who achieve a 1 are not meeting benchmarks for projected achievement of meeting end of year grade level expectations.
Greyed Out Sections with No Score	This standard has not been assessed during the trimester in which the box is grey.

SNAPSHOT OF THE REPORT CARD

Below is a snapshot of the 3rd grade report card. The numbers on the snapshot correspond with the changes outlined above. There are slight variations in each grade level's report card based on developmentally appropriate language for the specific grade level standard. For instance, K-2 report cards include only an effort grade for Social Studies and Science and grades K-1 include a section for Handwriting.

Attendance Summary	November	March	June	Total
Absent				
Tardy				

Rating Codes	4: Exceeding Standards	3: Meeting Standards	2: Approaching Standards	1: Not Meeting Standards
Effort Codes	O: Outstanding	CO: Consistent	IN: Inconsistent	AC: Area of Concern

Grade 3 Social/Emotional Development	Nov.	Mar.	Jun.
Describes and demonstrates appropriate ways to express emotions			
Demonstrates control of behaviors and impulses			
Monitors progress on achieving a short-term personal goal			
Understands and adapts to social cues			
Demonstrates how to interact positively with those who are different from oneself			
Is able to work effectively in groups			
Applies constructive approaches in resolving conflicts			
Demonstrates the ability to respect the rights of self and others			
Demonstrates problem-solving skills			

Classroom Teacher Social/Emotional Development Comments:	

Grade 3 English Language Arts	Nov.	Mar.	Jun.
Reading			
F&P Benchmark Reading Level (On Grade Level)	N	O	P
Student's Current Reading Level			
Reading Effort			
Phonics, Word Recognition, and Fluency			
• Uses text to determine the meaning of unknown words and phrases			
• Knows and applies phonics and word analysis skills to decode words			
• Reads text with appropriate phrasing, fluency, and expression			
Reading Comprehension: Key Ideas and Details			
• Determines a theme or central idea and how it is supported by details			
• Analyzes characters, setting, and events; compares and contrasts similar themes, topics, or characters			
• Uses information from the text to answer questions			
Speaking and Listening Skills			
• Listens while others speak			
• Engages in collaborative discussions			
• Clearly expresses thoughts and ideas			
Written Expression			
Structure			
• Creates stories with a setting and characters, following a plot structure			
• Clearly establishes a claim and provides supporting reasons			
• Organizes ideas and information in a logical order in paragraph format			
Development			
• Establishes setting, develops characters, and uses literary elements			
• Provides details, facts, or reasons to support main idea of the writing			
• Includes research from multiple sources			
Language Use			
• Uses words to indicate passage of time			
• Uses precise language and content specific vocabulary			
• Employs linking words to connect ideas in a logical sequence			
Conventions and Grammar			
• Demonstrates command of grade level grammar and conventions			
• Applies the rules of singularity and plurality in nouns and verbs			
• Produces a variety of complete sentences, using different patterns			

Grade 3 Content	Nov.	Mar.	Jun.
Social Studies:			
Social Studies Effort			
Social Studies Overall Grade			
Science/Health:			
Science/Health Effort			
Science/Health Overall Grade			

Grade 3 Mathematics	Nov.	Mar.	Jun.
Mathematics Effort			
Student can express, explain, and organize their thinking			
Student works accurately			
Operations and Algebraic Thinking			
• Represents and solves problems involving the four operations			
• Understands properties/relationships of multiplication/division			
• Multiplies and divides within 100			
Number and Operations			
• Uses place value understanding/properties to perform multi-digit arithmetic			
• Develops understanding of fractions as numbers			
Measurement/Data/Geometry			
• Solves measurement and estimation problems			
• Represents and interprets data			
• Understands concepts of area and relates it to multiplication/addition			
• Recognizes and analyzes perimeter and area			
• Reasons with shapes and their attributes			

Grade 3 Special Area Subjects	Nov.	Mar.	Jun.
Physical Education:			
Physical Education Overall Grade			
Actively participates in class			
Follows directions			
Music:			
Music Overall Grade			
Actively participates in class			
Follows directions			
Art:			
Art Overall Grade			
Actively participates in class			
Follows directions			
Technology/Library:			
Overall Grade			
Actively participates in class			
Follows directions			

Response to Intervention Services (RtI)	Nov.	Mar.	Jun.
Literacy Support			
Literacy Comments:			
Math Support			
Math Comments:			

5

Additional Services	Nov.	Mar.	Jun.
English as a New Language			
Comments:			
OT/PT/Speech			
Comments:			

Grade 3 Classroom Teacher Academic Comments
November:
March:
June:

FREQUENTLY ASKED QUESTIONS

Should I be concerned if my child has a 2 on the first two report cards?

No. A score of a 2 on the first two report cards is developmentally appropriate. It indicates that your child is approaching the end of the year standard in the months of September to March. The goal is for students to meet grade level standards by June; the score for meeting grade level standards is a 3.

What does it mean if my child has a 4 on a report card?

The score of a four indicates that your child has met the grade level standard AND is demonstrating achievement of standards beyond his or her current grade level expectations. See the example below for a second grade student.

3: Meeting Standard	4: Exceeding Standard
The student is able to meet the 2nd grade Math Standard NY-2.MD.7 *Tell and write time from analog and digital clocks in five-minute increments, using a.m. and p.m. Develop an understanding of common terms such as but not limited to, quarter past, half past, and quarter to* by demonstrating the ability to tell and write time from analog and digital clocks in five minute increments.	**The student is able to meet the 2nd grade Math Standards NY-2.MD.7 AND is working toward meeting the 3rd grade standard NY-3.MD.1** *Tell and write time to the nearest minute and measure time intervals in minutes. Solve one step word problems involving addition and subtraction of time intervals in minutes.*

What does it mean when a box next to the standard is grey with no number in it?

A greyed-out box on a report card means that the standard was not assessed during the marking period. The standard may have been only introduced during this timeframe or may appear during later months in the curriculum.

Do Achievement Levels (1-4) translate into letter grades?

No. The levels do NOT indicate letter grades such as A, B, C, D, or F. The achievement levels as described on page 3 indicate the student's progress toward meeting an end of year standard as demonstrated by their current performance of skills and knowledge of content.

Why are all the standards not listed on the report card?

A team of educators, administrators, and parents collaborated to choose the descriptors as most significant for student learning in each grade level. Many skills in ELA and Math during the elementary years can support progress in multiple standards.