

Arlington Central School District Elementary Report Card Guide



Our New Report Card 2014-2015

The Arlington Central School District is pleased to present new elementary report cards for students and families in Kindergarten through Grade 5. These report cards provide information on a student's development and progress specific to each grade level. The new report cards include reporting of all academic areas in a trimester reporting system. It is our hope that the new report cards, together with parent-teacher conferences, will provide a more comprehensive and meaningful lens for parents and guardians to understand and support their child's learning.

Our new report cards are aligned with the Common Core Learning Standards (CCLS)*. These learning standards lay out what children should know and be able to do when they complete each grade level. The report cards also reflect updates in Arlington's curriculum and instruction program. Our curriculum is rigorous and relevant to the real world, reflecting the knowledge and skills that our students need to become self-directed, lifelong learners. These report cards were developed with input and feedback from parents, teachers, and administrators.

*A note about the Common Core Learning Standards: The CCLS are a clear set of expectations for what students need to learn, but they are not a set curriculum. We know that we can best serve our students with local decisions about curriculum. Our district reserves the right to create our own program to meet these overarching Common Core standards.

Teachers assess your child’s progress in all academic subjects. Each academic subject is divided into Content Areas, such as ELA-Writing or Math-Fractions. Each Content Area is then broken down further into specific Standards Indicators (skills). A rating of + indicates that your child’s performance with that skill is consistent; a rating of – indicates that your child’s performance is inconsistent. The report also addresses Behaviors that Support Learning.

Student performance in each Content Area is rated as follows:

- 4 – Excelling**
- 3 – Proficient**
- 2 – Progressing**
- 1 – Needs Support**

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Performance Level Descriptors	Excelling. Student exceeds grade-level standards and expectations. Student demonstrates an in-depth understanding of concepts, skills, and processes. Exceeds the required performance.	Proficient. Student meets grade-level standards and expectations. Student consistently demonstrates an understanding of concepts, skills, and processes.	Progressing. Student is approaching proficiency toward grade-level standards and expectations. Student is working toward demonstrating an understanding of concepts, skills, and processes.	Needs Support. Student performance is below grade-level standards and expectations. Student does not yet demonstrate an understanding of concepts, skills, and processes.
Student Performance Descriptors	The student exceeds standards/classroom expectations and is able to independently apply skills in all indicators. Completes tasks <i>without</i> teacher assistance.	The student regularly demonstrates proficient performance of standards/classroom expectations. Completes tasks with <i>minimal</i> teacher assistance.	The student, with direct instruction, demonstrates basic performance on standards/classroom expectations. Requires <i>some</i> teacher assistance: directions, hints, and reminders.	The student, with direct instruction, demonstrates below standards/classroom expectations. Requires <i>significant</i> teacher assistance with prompting, directions, and reminders.

Student performance on each Standard Indicator is rated as follows:

- + Student performance on this standard is consistent
- Student performance on this standard is inconsistent

NE = Skill/concept not evaluated in this reporting period

Student performance on Behaviors that Support Learning is rated as follows:

O = Outstanding S = Satisfactory I = Inconsistent N = Needs Improvement

UNDERSTANDING YOUR CHILD’S READING LEVELS

During the course of any school day, your child will experience books in several different ways. We often refer to this process as being read **to** by the teacher, reading **with** others, and reading **by** themselves. Each of these different opportunities suggests a different level of text difficulty and provides for teaching, support and/or relaxing enjoyment.

COMPLEX TEXT: This is a text that is too challenging for your child to read alone. Too challenging for small group work, this text still requires significant support from a more expert reader. This is often the text that is chosen as a read aloud. The teacher will work with the whole class to provide skills and strategies that will prepare them for tackling a challenging text. Teachers choose complex text to provide this modeling and to expose all students to more complex vocabulary, text structure, and topics.

INSTRUCTIONAL READING LEVEL: This is the level of text in which there is teaching to be done. It is, typically, a text that presents some challenge to the reader. Instructional level text is the place where your child begins to take on more sophisticated reading strategies as they prepare to move on to the next level of independence as readers.

INDEPENDENT READING LEVEL: **Independent reading levels are the reading levels reported with your child’s report card.** This is a text your child can read and fully comprehend without any teacher support. Your child may have these readily available in their book boxes/baggies for quiet reading time. Likely, this is the book they reach for when they read for homework each night.

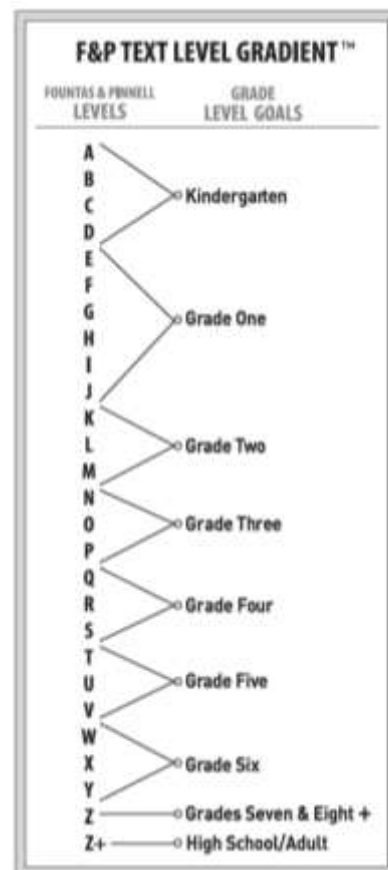
Literacy Benchmarks

The reading levels on the report cards reflect whether the child reading below, on, or above grade level.

The teacher is reporting on the independent level on the report card.

It is important to remember that these levels are labels given to texts a child is reading, NOT the child. The A-Z text gradient created by Irene Fountas and Gay Su Pinnell was designed as a tool to assist teachers in the process of selecting appropriate books for teaching, in order to best meet the individual student needs. Each child is a unique individual; a child’s reading level only one component of who he/she is as a reader.

Please refer to the “Teaching and Learning” section of the Arlington website for a description of each reading level, as well parent tips for helping your child at each grade level. The “Teaching and Learning” section can be found under “Departments” at www.arlingtonschools.org.



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Understanding Your Child’s Math Progress

At every grade level, we want students to understand mathematical concepts, solve problems using multiple strategies, master specific skills, and be able to explain their thinking. The new report card reflects all of these skills.

Why is it important for students to have multiple strategies for solving problems?

- We want students to have a “toolbox” of strategies for solving problems.
- Students who have multiple strategies have more ways to approach a difficult problem- if one strategy doesn’t work they can try another.
- Some strategies are more efficient for some problems than others.
- Not every student has to memorize every strategy, however, each student should have more than one strategy to use.
- Visual models, number lines, and physical objects all support student understanding of what is happening when they manipulate numbers.

What “basic facts” should they know, and when? While each grade level addresses multiple concepts and skills, there are some basic fluencies that are expected by the end of each grade level.

By the end of Grade:	All students should be able to:
Kindergarten	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20 from memory; Add/subtract within 100 (using various strategies)
3	Multiply/divide within 100 from memory Add/subtract within 1000 (using various strategies)
4	Add/subtract within 1,000,000 (standard algorithm)
5	Multi-digit multiplication (standard algorithm)
6	Multi-digit division (standard algorithm) Multi-digit decimal operations (standard algorithm)
7	Solve $px + q = r$, $p(x + q) = r$
8	Solve simple 2x2 systems by inspection

Where can I find more information on the math standards?

Please refer to the “Teaching and Learning” section of the Arlington website for further information on our math standards. The “Teaching and Learning” section can be found under “Departments” at www.arlingtonschools.org.

Visit the Arlington website for additional parent tips and for a list of helpful websites.