

# **Garden City School District**



**Inspiring Minds  
Empowering Achievement  
Building Community**

## **A Parent's Guide to the Elementary Report Card**



## Understanding the Elementary Report Card

The Elementary Report Card is designed to provide you with more specific information about your child's strengths and weaknesses in the academic core curricula as well as his/her learning and social behavior skills.

Each trimester students have multiple opportunities to practice, attain and demonstrate mastery of the skills and concepts listed for each curriculum area. You will receive your child's report card three times a year (December, March, and June).

### Report Card Descriptors

The report card is divided into curriculum areas that are aligned with the current New York State Common Core Learning Standards (<http://www.p12.nysed.gov/ciai/cores.html>). Each descriptor is assessed using the performance levels below. Social skills and work habits are also evaluated each trimester; these are indicated under "Behaviors That Promote Learning." They are assessed using the effort levels: E, M, I (see explanation on page 3).

### Performance Levels

The performance level represents your child's progress each trimester. It is a holistic assessment based upon learning demonstrated through participation in class, assignments, homework, and assessments (both formal and informal).

**4 = Exceeds the Standards – The student consistently exceeds grade level expectations**

- **Demonstrates extended understanding with exceptional skills**
- **Applies and extends learned skills**

**3 = Meets the Standards – The student consistently meets grade level expectations**

- **Demonstrates comprehensive understanding**
- **Demonstrates and applies learned skills**

**2 = Approaching the Standards – The student does not consistently meet grade level expectations and may require assistance**

- **Demonstrates partial understanding**
- **Develops skills at an inconsistent rate**

**1 = Below the Standards - The student does not meet grade level expectations and requires additional support**

- **Demonstrates minimal understanding**
- **Begins to develop skills**

Performance level scores are not based on one assessment experience. Teachers design multiple assessment tasks and collect evidence of student learning throughout the grading period. Evidence may include teacher observations, student work samples, projects, tests, quizzes, and district assessments. Teachers review these assessments for evidence of learning when marking student progress for the report card.

It is important to note that the performance level is based on the units of study, concepts and skills taught for that trimester. The grades for each trimester are not cumulative. Therefore, it is quite possible for a child to achieve a 3 or 4 the first trimester and then achieve a 2 the second trimester.

**Behavior / Effort**

One of the important characteristics of a successful learner is effort. The effort assessment in the content area is based on a child’s willingness and ability to choose to take risks, try new things to produce a quality product, and persevere even when tasks are challenging. In addition, your child’s performance is assessed in social skills and work habits using the effort key.

**Key**

E = Exceptional

M = Meets Expectations

I = Improvement Needed

**Example of the Report Card:**

**Second Grade Reading**

READING	T1	T2	T3
Demonstrates effort	M		
Applies word analysis skills in decoding words	3		
Reads with sufficient accuracy and fluency to support comprehension	3		
Self-corrects words and checks for understanding	2		
Determines the meaning of words and phrases in a text	2		
Refers to the text when asking and answering questions	4		
Determines the main idea of the text and can recount how details support the main idea	3		
Demonstrates critical thinking skills and applies strategies for meaning	3		
Responds to literature with evidence from the text	3		

This child meets expectations for effort in this curriculum area.

This child demonstrates partial understanding of this reading skill.

## Second Grade Math

MATHEMATICS	T1	T2	T3
Demonstrates effort	E		
Knows basic number facts	3		
Computes with accuracy and fluency	3		
Demonstrates an understanding of concepts:			
● Operations & Algebraic Thinking	3		
● Number & Operations in Base Ten	4		
● Number & Operations in Fractions	3		
● Geometry	NA		
● Measurement and Data	2		
Applies appropriate strategies to solve problems	1		
Applies mathematical reasoning both orally and in writing using appropriate vocabulary	1		
Understands relationships and makes connections to real-life situations	2		

This child consistently exceeds grade level expectations in the area of "Number & Operations in Base Ten."

Instruction for this content has not occurred this trimester therefore; the child received an N/A (not applicable)

The mathematics performance is determined by the child's ability to independently master and apply grade level concepts that are introduced each trimester.

Special education services are *not* indicated on this report card. In addition to the *grade level report card*, any child with an IEP (Individual Education Plan) will still receive an *IEP progress report* from his/her special education teacher. This progress report will reflect growth of your child's individual goals.



## What Can You Do To Help Your Child?

- Maintain an open and ongoing dialogue with your child's teacher. Working together as partners will foster your child's success.
- Take care of your child's social, emotional and physical health. Every child needs rest, a balanced schedule of activities, and a healthy diet.
- Develop a consistent routine for homework completion.
- Ask your child specific questions about school activities. Listen, converse, plan, and celebrate with your child.
- Make reading a natural part of your family's daily routine. Read to your child. Have your child read to you. Read and discuss books together.
- Discuss current events. Allow your child to express opinions about what's happening in the community and in the world.
- Encourage activities that involve problem solving. Let your child find solutions to problems by asking for suggestions and comments.