



Westbury Union Free School District Elementary Report Card Guide

Report Card Update

The Westbury Union Free School District is appreciative of a community that supports academic opportunities and extracurricular activities for our students. We are committed to designing standards-based curricula driven by learning outcomes and measured by authentic assessments that will further inform instruction. Our main goal is to provide a standards-based report card that is clear, concise, and serves as a tool of communication.



Parents and Community,

As the Westbury Union Free School District continues to improve teaching and learning for all students, we know that parents and families are our most valuable partners. This is especially true as New York State and the District adopts new, more rigorous standards for what every child should know and be able to do in each subject area and grade level. The Common Core Learning Standards set high expectations for students, staff, and schools. Achieving these career- and college-ready standards requires continuous progress monitoring and provision of targeted support when needed. Like teachers, parents need accurate and meaningful information particularly information about student strengths and challenges in performing to high expectations—to better understand and support student learning. Standards describe what a student should know and be able to do at each grade level in all subjects. Westbury Union Free School District understands the need to design a standards-aligned report card for elementary students.

This new report card was developed by Westbury educators and administrators with the intention to support parents, families, and teachers in better communicating grade-level expectations for student learning. The report card was rolled out to our elementary schools in the 2015-16 school year. It provides valuable information on your student's performance aligned to the standards by using performance indicators. The report card also provides information on your child's academics, work habits, behavior, and effort. The standards-based report card will reinforce the expectations for all students and schools and families.

The WUFSD goal is to provide specific feedback on progress of students as it relates to the standards so students, families, and teachers can work collaboratively to establish meaningful goals. The Report Card Guide provides information about the following:

- Grade-specific Report Card
- Frequently asked questions
- Background information
- Description of proficiency levels
- Sample report card and further detail on the content area standards included on the report card.

We are also providing a progress report for the month of October prior to the first report card as a measure of establishing a baseline for progress. Our team hopes that you will find this parent resource and the standards-aligned report card helpful.

Please feel free to contact your child's school if you have any questions or concerns or email elementaryreportcards@westburyschools.org

THE CHANGES

As part of the new Common Core State Standards initiative, Westbury Union Free School District introduced a new standards-based report card in 2015-2016.

The purpose of the new reporting system is to provide parents, teachers and students with more accurate information about students' progress toward meeting the specific content standards for the various subjects taught at each grade level. By monitoring the concrete skills and knowledge listed on the report card, we will know whether all students are being exposed to a consistent, viable curriculum, K-5.

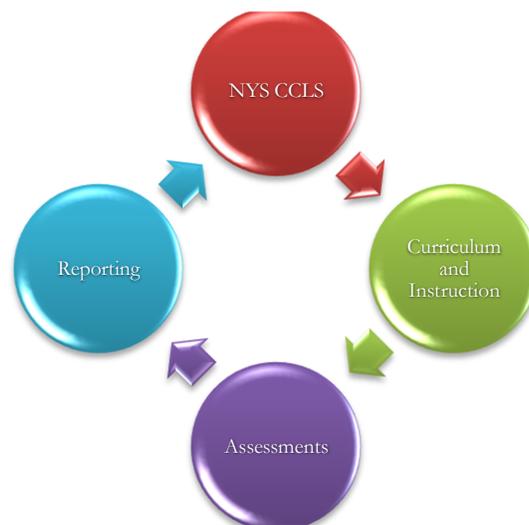
Our new report card reflects the following:

1. Updates that have been done to curriculum and instruction.
2. NYS Common Core Learning Standards and District Standards aligned to categories and descriptors.
3. Grading keys reflecting student progress towards State and District standards on a 4-1 scale.
4. Learning Behaviors reflecting student skills necessary to be a successful learner.

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 articulate and report accurate student's progress toward meeting standards three times throughout the school year.



THE RUBRIC

4 -

Exceeds Common Core Standards – Performance is above grade level

Students who receive a grade of 4 have exceeded the standards and are demonstrating an above grade level of understanding during the course of the academic year. Proficiency in the standard indicates that the student has **exceeded** a level of performance expected of grade level students for that standard with consistency, accuracy, independence and quality. Instruction will focus on more complex problems within the standard, will offer more levels of challenge for the learner in applying that standard, and will provide more in-depth and critical thinking in the area of that standard. As is true in current practice, teachers will continue to plan challenging learning tasks for students who meet the end-of-year standard.

3 -

Meets Common Core Standards – Performance is on grade level

Students who receive a grade of 3 have met the standards and are demonstrating a level of understanding that is typically/appropriately expected during the course of the academic year. Proficiency in the standard indicates that the student has **reached** a level of performance expected of grade level students for that standard with consistency, accuracy, independence and quality.

2 -

Approaching the Common Core Standards – Performance is below grade level

Students who receive a grade of 2 are approaching the standards and demonstrate partial understanding and are beginning to meet requirements for grade level work. Students require regular support, monitoring, and/or assistance from an adult for clarification in order to progress.

1 -

Does not meet Common Core Standards – Receives support and is performing below grade level

Students who receive a grade of 1 are still acquiring pre-requisite skills in order to understand the content and/or apply the skills of the grade level standard. Students need additional adult assistance, increased time, smaller chunks of learning, and/or alternative strategies for gaining foundational standards that will lead to the grade level standards.

N/A

Not addressed at this time

When an **N/A** appears next to a standard, it indicates that the standard was not addressed during the months leading up to the report card. Some standards will be addressed during a specific portion of the year, while others will be addressed throughout the year.

Name:	Grade: 02
Teacher:	School:

ATTENDANCE	1	2	3
Absent			
Tardy			

Performance Levels			
4 = Exceeding Standards <ul style="list-style-type: none"> • Demonstrates superior understandings • Exceeds requirements for grade-level work • Consistently applies and extends learned concepts and skills independently 	3 = Meeting Standards <ul style="list-style-type: none"> • Demonstrates and applies knowledge and understanding of learned concepts and skills • Meets requirements for grade-level work • Completes work accurately and independently 	2 = Approaching Standards <ul style="list-style-type: none"> • Demonstrates partial understandings • Beginning to meet requirements for grade-level work • Requires some extra time, instruction, assistance and/or practice 	1 = Below Standards <ul style="list-style-type: none"> • Demonstrates minimal understandings • Seldom meets requirements for grade-level work • Requires an extended amount of time, instruction, assistance and/or practice

Standards will be assessed and recorded using the above four performance levels for each content heading (shaded area).
 A (+) in a bulleted sub-heading indicates that the child is performing above the overall performance level noted.

LANGUAGE ARTS - READING	T1	T2	T3
Demonstrates comprehension skills in literature (for example, finding details, story elements, chronology)			
Demonstrates comprehension skills when reading informational text. (For example: cause/effect, central idea or theme, figurative language)			
Makes inferences and/or draws conclusions based on text evidence			
FOUNDATIONAL SKILLS			
Knows and applies grade-level phonics and word analysis skills in decoding words			
Reads accurately and fluently to support comprehension			
Applies various reading strategies			
Able to read and understand a variety of genres			
COMPREHENSION			
Reads with literal understanding			
Reads with understanding beyond the text			
Monitors and self-corrects			
Reads text from a variety of genres with an understanding of their different structural elements			
LANGUAGE ARTS - WRITING	T1	T2	T3
Narrative, Informative, Opinion, Research			
Produces writing in which the development and organization are appropriate to task, purpose and audience			
Revises to enhance quality of writing			
Generates and organizes ideas			
Edits writing for capitalization, punctuation, spelling and grammar			
LANGUAGE			
Demonstrates a command of grade-level conventions of standard English grammar and usage			
Acquires and uses grade-level appropriate vocabulary			
Applies correct spelling of grade-level words in written work			
SPEAKING / LISTENING: Comprehension and Collaboration	T1	T2	T3
Engages in meaningful discussions by building on others' ideas			
Asks and answers questions about key details in a text			

Comprehension and Collaboration Presentation of Knowledge and Ideas	T1	T2	T3
Expresses complete and relevant ideas			
Speaks clearly with appropriate pace, volume and expression			
Participates actively during instruction			
MATHEMATICS	T1	T2	T3
Computes accurately			
Explains the problem solving process in oral and written form.			
Understands properties of multiplication and the relationship between multiplication and division			
Uses place value understanding to perform operations			
Recognizes place value of multi-digit whole numbers			
Understands fractions as part of a whole			
Represents fractions on a number line			
Recognizes equivalent fractions			
Compares two fractions			
Adds and subtracts fractions			
Multiplies and divides fractions			
Represents and interprets data			
Solves problems involving measurement			
Understands concepts of area, perimeter and volume			
Recognizes shapes and their attributes			
Classifies two dimensional figures			
SCIENCE	T1	T2	T3
Demonstrates an understanding of knowledge and content of essential vocabulary			
Completes related activities			
Understands the process of the scientific method			
Uses inquiry skills to interpret data and draw conclusions			
Participates actively during instruction			
SOCIAL STUDIES	T1	T2	T3
Demonstrates an understanding of content and knowledge of essential vocabulary			
Interprets information from documents, graphics and maps			
Cites specific text evidence to support comprehension of various documents			
Completes current event assignments			

Social Skills/Work Habits Marking Code			
E	Excellent	NI	Needs Improvement
S	Satisfactory	U	Unsatisfactory

Social Behaviors that Promote Respect	T1	T2	T3
Exhibits self control			
Exhibits self control			
Follows school and classroom rules			
Works cooperatively and appropriately with peers			
Acts respectfully towards others			

Behaviors that Promote Learning	T1	T2	T3
Follows written and oral directions			
Follows written and oral directions			
Demonstrates organizational skills			
Completes classroom tasks in a timely manner			
Works well independently and uses time efficiently			
Comes to school prepared			

PHYSICAL EDUCATION (K)	T1	T2	T3
Follows directions			
Demonstrates age appropriate behavior			
Demonstrates appropriate gross motor skills			

Comments:

<p>Trimester 1</p>

<p>Trimester 2</p>

<p>Trimester 3</p>

ENGLISH AS A NEW LANGUAGE - ENL

All English Language Learners will receive a grade based on their level of English as a New Language development as well as, their understanding of Language Arts and the content areas.
The grading for English Language Development is as follows:

Present	Formerly Known as
Entering	Beginner
Emerging	Low Intermediate
Transitioning	High Intermediate
Expanding	Advanced
Commanding	Proficient



What will the Report Card look like?

The Westbury Union Free School District Report Card Committee developed a format for the report card. The advantage for teachers using this system is that teachers may enter student information onto the report card from school or from home through our student data management system. Additionally, parents and students may access report cards and other student information at any time via the Infinite Campus Parent & Student portal. To do so, parents and students must have an active account. Information and

guidance to create an Infinite Campus account can be found on the Westbury Union Free School District website (<http://www.westburyschools.org>).

1. Progress Keys and Attendance Records
2. Academic Areas and Student Progress
3. Work Habits and Social Skills
4. Teacher Comments
5. Narrative Feedback

Instead of four marking periods, the Westbury Union Free School District has implemented three trimesters which results in three Report Cards. In addition to the three report cards, a progress report will be presented **prior** to the first report card. This will provide students the opportunity to demonstrate their learning and give teachers additional time to assess how each student performs. Parent-teacher conferences will be scheduled as indicated below for the 2016-2017 school year. During the conferences, teachers will report on student progress and engage parents in a collaborative academic goal-setting process for every child. The Westbury Union Free School District strongly believes that a partnership between school, teacher and parents is critical and must be established early in the school year. At the conclusion of each marking period, all grades will input into Infinite Campus, our student management system. Shortly after the close of each marking period, report cards will be available to parents. Parents will also be able to view the report cards on the Infinite Campus Parent Portal. Additional conferences may also be scheduled by teachers and/or parents whenever a need arises during the school year.

Progress Report	End of Trimester	Parent Teacher Conferences	Report Cards
October 28, 2016			
	November 16, 2016	November 21-22, 2016 (Drexel, Park, Powells) December 1-2, 2016 (Dryden Street School)	November 21-22, 2016 (Drexel, Park, Powells) December 1-2, 2016 (Dryden Street School)
	March 8, 2017	March 9-10, 2017 (Dryden Street School) March 15-16, 2017 (Park, Powells) March 23-24, 2017 (Drexel)	March 9-10, 2017 (Dryden Street School) March 15-16, 2017 (Park, Powells) March 23-24, 2017 (Drexel)
	June 23, 2017	Report Cards are sent home with students.	End of Year

FREQUENTLY ASKED QUESTIONS

Q: Why a Standards-Based Report Card?

A: Standards-based report cards provide:

1. In-depth student assessments
2. Consistent evaluations throughout the year;
3. Individualized instruction information
4. 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

1. Promote more detailed and meaningful conversations at parent/teacher conferences
2. Allow for careful and precise monitoring of student achievement
3. 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:

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

Q: Why are there no letter grades?

A: A standards-based report card's rubric approach (4, 3, 2, 1) provides information about student achievement without the need for letter grades. Letter grades:

1. Follow a teacher's individual assessments and expectations
2. Do not show a student's performance toward state and district expectations

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:

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

Example: A student may receive a 3 in the first marking period and then receive a 2 in the second marking period

Q: How can a parent use the new reporting system to help their child?

A: Standards-based report cards provide detailed information about how a child is doing in each subject. Parents will be able to see whether students need extra assistance in certain areas or when they need to be challenged. By using these clearly defined standards, teachers and parents can work together to ensure that students succeed.