



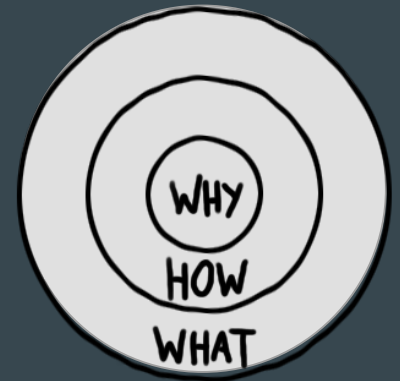
Grading for Learning



Reimagining the Elementary Report Card to Align
with Next Generation Learning Standards

Purpose-Driven Work: Why?

At Syosset, we utilize the report card to *communicate* student achievement to students and families, *measure* learning against a standard of performance, and *refine* our instructional practice.



Teacher Voice

Quarters	Trimesters
Banded grades (K-2, 3-5)	Report cards for each grade level
Uneven understanding of performance criteria	Shared understanding of performance criteria
Spotty assessments	Commitment to common, multiple measures across schools
Narrative comments	Action-based feedback

*What is
provided must
not overwhelm
parents.*

It's a matter of
balance

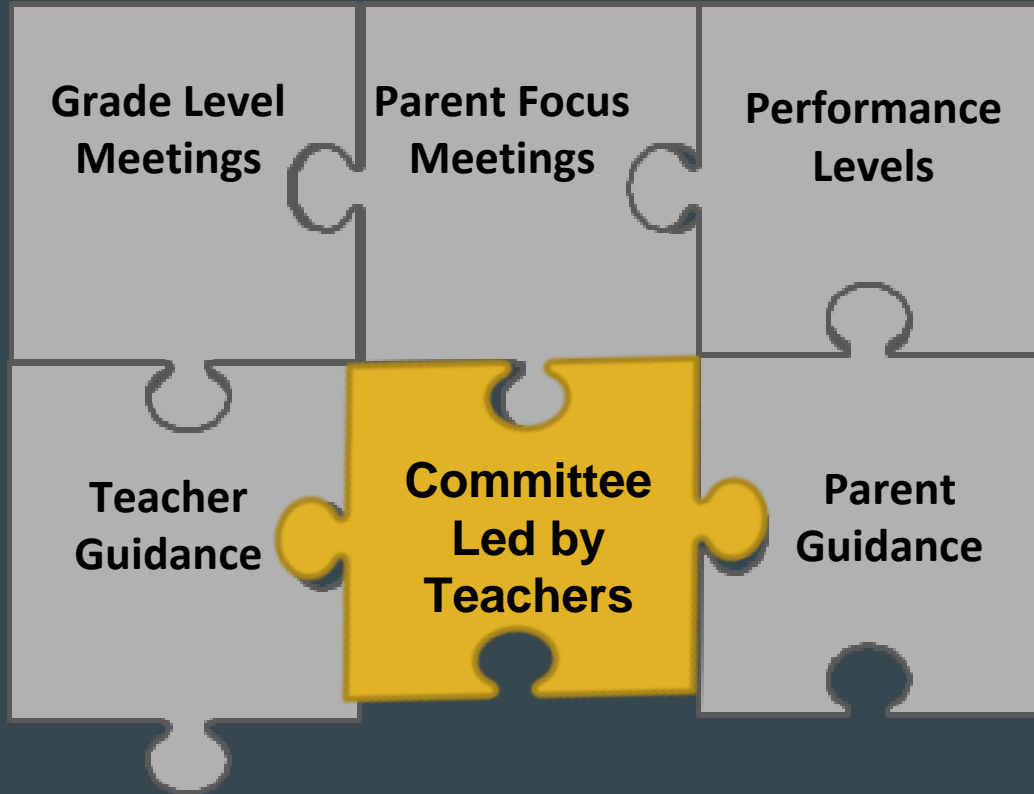


*What is expected
must not
overwhelm
teachers.*



***Focus on
learning goals
connected to
standards
Separate from
Behavior***

Next level of process



4: LITERACY - WRITING

	Term		
	T1	T2	T3
Produces a variety of text types (narrative, informational, opinion) that are logically organized and clearly convey ideas			
Writes responses to literary and informational texts			
Uses strategies to plan, revise, and strengthen writing			
Applies conventions of standard English			

English Language Arts

Consistently	Progressing	Not Yet Evident
Student independently uses a variety of strategies to plan, generate and revise writing	With support the student uses a variety of strategies to plan, generate and revise writing	Even with prompting and support, student has difficulty generating and revising written work

Writes responses to literary and informational texts.

Uses strategies to plan, revise, and strengthen writing.

Applies conventions of standard English.

- Parents can model the importance of writing in many ways;
 - Shopping lists
 - Planning vacations
 - Researching
 - Calendaring activities

4: MATH - OPERATIONS & ALGEBRAIC THINKING

	Term		
	T1	T2	T3
Uses models or words to explain reasoning			
Uses operations with whole numbers to solve problems			
Understands relationships with factors and multiples			
Generates, recognizes and/or analyzes patterns			

Mathematics

Understands relationships among factors and multiples

Consistently	Progressing	Not Yet Evident
Student can independently find factor pairs, understand a number is a multiple of each of its factors, find if a whole number is a multiple of a one digit number and understand prime and composite numbers.	With support student can independently find factor pairs, understand a number is a multiple of each of its factors, find if a whole number is a multiple of a one digit number and understand prime and composite numbers.	Even with support student has difficulty finding factor pairs, understanding a number is a multiple of each of its factors, finding if a whole number is a multiple of a one digit number and understanding prime and composite numbers.



whole numbers to solve problems

Understands relationships with factors and multiples

Generates, recognizes and/or analyzes patterns

o Can you draw a picture of what is happening?

o Does this remind you of a problem you have seen before?

-practice multi-step word problems by having your child explain IN WORDS step by step how they solved the problem. For example first....second...

-review practice tests with your child

Looking Ahead

- Elementary parents will receive links to Parent Guidance Documents and Report Card Templates: Week of October 23rd
- November PTA meetings will focus on Parent Guidance Documents
- Presentation as part of PTA Education Committee
- November parent/teacher conference: parent/teacher conversations