



SYOSSET CENTRAL SCHOOL DISTRICT ELEMENTARY REPORT CARD PARENT GUIDE

Overview of Standards-Based Reporting

The Syosset Central School District believes maintaining strong two-way communication with parents and guardians is essential in supporting all aspects of a child's education and growth. The report card is used to communicate student achievement, measure learning against a standard of performance, and refine our instructional practice.

The District is now using Standards-Based Report Cards (SBRC) for grades K-5, which will provide more detailed feedback to parents/guardians regarding the progress their child is making towards specific learning standards at each grade level. It allows parents and students to understand more clearly what is expected; and with this understanding, parents are better able to guide and support their child and to help him/her be successful in a rigorous academic program. SBRC benefits students, teachers and parents/guardians by stating what is expected in the academic content areas, and how well the student is progressing towards his/her grade level standards for those areas.

Grades are based on the Next Generation New York State Learning Standards, which establish challenging performance expectations for all students. They describe what students should know and be able to do, and serve as the basis for our curriculum, instruction and assessment philosophy.

Reporting Student Progress:

Grades will be assigned based on achievement, as demonstrated by the knowledge and skill components of the standards. The most consistent level of achievement will be reflected in the grade, with emphasis placed on most recent performance to reflect the student's growth. The focus will be on individual learning and achievement. Behaviors, such as effort, participation, and attitude, will be reported separately from academic achievement. Our new report cards include standards-based indicators that will clearly communicate each student's level of performance. These new indicators are so closely aligned with our instructional program that teachers will only be adding comments to convey information that is not already communicated through the indicators.

Academic Performance Level for Standards Based Grading:

- Consistently meets grade-level standards with independence
- Progressing towards independence in grade level standards
- Not yet meeting grade level standards

Preparing for Parent Conferences

Conferencing with your Child's Teacher

Parent/Guardian/Teacher Conferences are an important opportunity to discuss your child's progress.

To follow are some tips and suggestions.

Before the conference...

- Make sure you have a scheduled conference time. If you need to cancel the scheduled time, contact the teacher to schedule a different time. The typical length of a conference is approximately 15 minutes.
- Review your child's work.
- Talk with your child about his or her progress in school.
- Think about your child's strengths and challenges beforehand.
- Make a list of questions about your child's development and ways you and the teacher can help your child with some of his or her challenges. Examples: Is my child at the level where he/she should be at this point of the school year? In what areas is my child excelling? How is their attendance? What can I do to help my child with upcoming work?
- Think about ways you would like to be involved in your child's learning, so you can discuss them with the teacher.

At the conference...

- Be prepared for a two way conversation to learn about your child's social-emotional and academic progress at school. This is also an opportunity for the teacher to learn about what your child is like at home. When you tell the teacher about your child's skills, interests, needs and dreams, the teacher can help your child more.
- Ask to see data about your child's attendance and progress at school.
- Make a goal and a plan with your child's teacher to ensure your child's success.
- Write down the things you and the teacher will do to support your child.
- Schedule another time to talk if you need to continue the conversation beyond the allotted amount of time.
- Ask your child's teacher for their preferred method of communication.

After the conference...

- Talk with your child about what you learned.
- Follow up with the teacher about your child's development and the plan that was created during the conference.



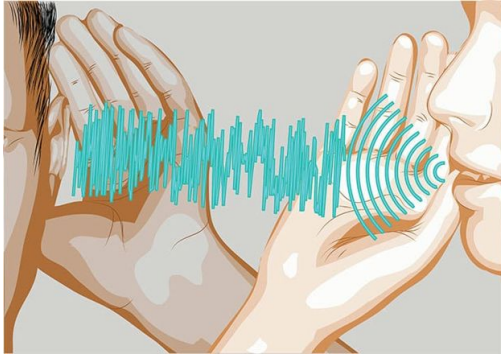
First Grade: Reading

Standards	How can families support students?
Uses phonetic strategies and word analysis skills to decode words	<ul style="list-style-type: none"> ● Read for at least 15 minutes every day. ● Look for and name words in environmental print (signs, cereal box). ● Read to your child everyday and revisit books often. ● While you are reading, pause to ask your child who, what, where, when and why questions. ● Have your child do a five finger retell. ● When trying to read words, encourage your child to look at the beginning sounds, break the word into parts, look at the ending, look for smaller words inside bigger words, use illustrations skip the word and see if the rest of the sentence can help, stretch through all the sounds. ● Make flashcards to review high frequency words.
Reads grade appropriate high frequency words	
Reads grade level texts fluently and accurately to support comprehension	
Demonstrates literal comprehension in grade level text or band	
Demonstrates inferential comprehension in grade level text or band	



First Grade: Writing

Standards	How can families support students?
Generates ideas independently	<ul style="list-style-type: none"> ● Encourage your child to write about his or her illustrations. ● Have your child help you create grocery lists, thank you notes, and notes to family and friends. ● Have your child keep a journal. ● Draw a picture and write a sentence to tell about a character or favorite part of a story. ● Encourage your child to finger space between words. ● Refer to high frequency word list to assist your child in spelling sight words accurately. Encourage invented spelling for words that can be sounded out.
Writes to describe an event, provide information or give an opinion	
Expresses thoughts in complete sentences	
Applies spelling strategies	
Uses appropriate capitalization and punctuation	
Prints proportionately with appropriate spacing	
Responds to a text, author or personal experience through oral expression or written words	



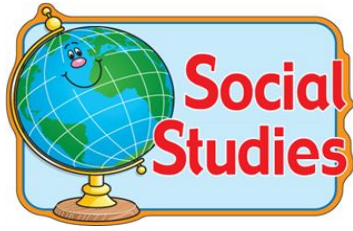
First Grade: Listening and Speaking

Standards	How can families support students?
Actively listens	Families can engage students in conversations through device-free family time in which all participants may form, ask and answer questions to further the discussion. These experiences may include: <ul style="list-style-type: none"> ● Board games ● Card games ● Car games ● Shared experiences- shopping, family meals, etc.
Participates appropriately in collaborative conversations in literacy discussions	
Asks and answers questions relevant to the conversation	
Expresses thoughts, feelings and ideas clearly with appropriate vocabulary	



First Grade: Science

Standards	How can families support students?
Uses observations to communicate an understanding of patterns	<ul style="list-style-type: none"> ● Get outside and encourage students to explore their surroundings. ● Notice small details and ask, “What shapes do you see?” “What are those colors?” “How does it feel?” “How are they different?”
Uses tools and materials to design models that demonstrate scientific concepts	<ul style="list-style-type: none"> ● Encourage students to write or draw how they think something works. It is ok for them to be wrong; the process is more important than accuracy. ● Encourage students to closely examine devices and take things apart with adult supervision. Do not worry about reassembly.
Collects data that can be used to make comparisons	<ul style="list-style-type: none"> ● Let students ask questions, make predictions and investigate if they are correct. "What will happen if we add food coloring to warm water instead of cold water?" "What would cause an ice cube to melt faster?"



First Grade: Social Studies

Standards	How can families support students?
Recognizes the rights and responsibilities of citizens	<ul style="list-style-type: none"> ● Talk about the things in our home that we need to survive/couldn't live without. What things do we want/enjoy, but would be able to live without?
Identifies changes over time within family and community	<ul style="list-style-type: none"> ● Discuss our civic rights, laws and responsibilities. Take them to vote with you. ● Talk about stories from your own childhood. Incorporate stories from past generations if possible.
Interprets information from documents, graphics and maps	<ul style="list-style-type: none"> ● Have your child interview an older family member, friend, or neighbor. ● Have your child help you read a map as you plan a family road trip.
Understands how the concepts of geography, economics, and history apply to their life	<ul style="list-style-type: none"> ● Take trips to local historical sites (Old Bethpage Restoration Village, Sagamore Hill National Historic Site, etc.)



First Grade: Social Emotional Learning

Standards	How can families support students?
Social-Emotional Learning (SEL)	<ul style="list-style-type: none"> ● Help your child describe their own feelings. Let your child know their feelings matter. Identifying and discussing emotions can help children understand their own and others' feelings. ● Teach your child "calm down" or de-escalation strategies. Remain calm when your child is not. ● Give your child opportunities to play with other children their age. Help them explore their world and get to know the people in it. Model kind and generous behaviors when interacting with other adults and children. ● Use children's books to teach social skills (i.e. books with themes about making friends, taking turns, and cooperating). ● Show your feelings. Let your child see when you are happy or sad. This helps them to develop empathy for others. ● Give your child lots of praise and positive encouragement. ● Model caring relationships and recognize positive behavior. ● Create consistent, predictable routines and a developmentally appropriate schedule. ● Provide opportunities for your child to develop personal responsibility and independence.
Regulates emotions and behaviors	
Establishes and maintains positive relationships	
Follows school/class rules	
Exhibits a positive attitude toward learning	
Demonstrates pride in work	
Learning Behaviors	
Organizes self and materials	
Stays on task	
Completes tasks independently	
Completes tasks in a timely manner	



First Grade: Social Emotional Learning (Con't)

Standards	How can families support students?
Learning Behaviors (con't)	
Follows directions	<ul style="list-style-type: none"> ● Prepare children before transitions occur, such as provide a “warning” before a transition. ● Encourage your child to set goals and create a plan. ● Engage your child in problem solving about their challenging behaviors. Give your child a chance to practice and “do-over.” ● Help your child role play positive ways to solve problems, take turns, and cooperate. ● When talking about a problem or challenge, explore with your child the different ways there are to approach the problem/challenge. ● Model growth mindset. Share mistakes you made and what you did to fix them. ● Check your child’s assignment book and homework folder. ● Send your child to school ready to learn - a nutritious breakfast, right amount of sleep.
Participates cooperatively and constructively in class discussions and group activities	
Uses suggestions constructively	
Demonstrates perseverance in solving problems	
Comes to school prepared	



First Grade: Mathematics

Standards	How can families support students?
<p>Number and Operations</p> <p>Extends the counting sequence following a given pattern</p> <p>Uses tens and ones to model the numbers 10-120</p>	<p>Begin by modeling. Show that you have a growth mindset about math. Even if you struggled with math as a student, you can show your child that you are excited to learn about what they are doing.</p> <ul style="list-style-type: none"> ● Play counting games (count by 1s, 5s, 10s). ● Use counters to represent numbers. ● Look at a hundreds chart with your child to notice patterns.
<p>Operations and Algebraic Thinking</p> <p>Accurately solves word problems involving addition and subtraction</p> <p>Applies appropriate strategies to solve addition problems</p> <p>Applies appropriate strategies to solve subtraction problems</p>	<ul style="list-style-type: none"> ● Ask questions to support your child with their homework: <ul style="list-style-type: none"> ● What do you already know about this problem? ● Can you draw a picture of what is happening? ● Does this remind you of a problem you have seen before? ● Highlight key words such as “in all”, “altogether”, “more than”, “less than”, etc.) ● Act it out. ● Pose problems when planning dinner, for example “We need 6 tomatoes to make sauce and we only have 2. How many more do we need to buy?”



First Grade: Mathematics (Con't)

Standards	How can families support students?
Operations and Algebraic Thinking (cont)	<p>Play games with cards, dice, dominoes, or spinners that require counting. Model counting aloud and require your child to do the same.</p> <ul style="list-style-type: none"> • Play board games that include counting such as Chutes and Ladders, Math Bingo. • Find different combinations to make a number ($1+5=6$, $2+4=6$, $6+0=6$, $3+3=6$). • Make flash cards to reinforce doubles. • Ask your child to share his or her thinking aloud and talk about the strategies used to reach a solution. • Sing counting songs such as, "One, Two, Buckle My Shoe" and "Ten Little Monkeys."
Adds within 20 with precision	
Subtracts within 20 with precision	
Explains mathematical reasoning verbally and/or in writing	
Geometry / Measurement and Data	<p>Use available clocks to tell time and talk about when different events occur.</p> <p>Household items can be used to compare quantity.</p> <ul style="list-style-type: none"> • Organize a scavenger hunt where your child has to find objects of different shapes. • Collect objects in nature such as leaves, rocks shells. Sort them by color, size, or shape. Create a tally to show how many objects are in each group.
Interprets data	
Creates charts and graphs to represent data	

Adapted from SFUSD TK-5 Standards Based Report Cards. (n.d.). Retrieved from <https://sites.google.com/a/sfusd.edu/sfusd-tk-5-sbrc-parent-companion-documents/>