



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.

The standards on which grades are based are 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 strategies for growth that were discussed during the conference.



Second Grade: Reading

| Standards | How can families support students? |
|--|--|
| Knows and applies grade-level phonics and word analysis skills in decoding words | <ul style="list-style-type: none"> • Families may read with their child fifteen minutes daily, taking turns reading and discussing that reading with child. • Family may ask questions that identify character feelings, motivations and traits, cause and effect and main idea using information from the text (text evidence). |
| Reads fluently and accurately to support comprehension | |
| Demonstrates literal comprehension skills (ex. finding details, story elements, sequencing of events) | |
| Demonstrates inferential comprehension skills (ex. cause/effect, main idea, figurative language, etc) | |



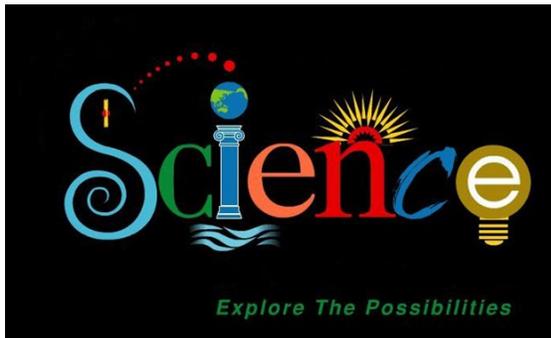
Second Grade: Writing

| Standards | How can families support students? |
|--|---|
| Writes independently for different tasks, purposes, and audience (opinion, information, narrative) | <ul style="list-style-type: none"> ● Families can demonstrate the importance of writing in their daily lives in a variety of ways, including: <ul style="list-style-type: none"> ○ Shopping lists ○ Planning vacations ○ Researching ○ Calendaring activities ● Families can support young writers by encouraging them to journal about what they are reading, imagining, and experiencing in their daily lives. |
| Generates, organizes and communicates ideas | |
| Responds to literature | |
| Expresses thoughts in complete sentences using appropriate capitalization and punctuation | |
| Applies spelling strategies | |



Second Grade: Listening and Speaking

| Standards | How can families support students? |
|---|--|
| <p>Actively listens</p> <p>Participates appropriately in collaborative conversations in literacy discussions</p> <p>Asks and answers questions relevant to the conversation</p> <p>Expresses thoughts, feelings and ideas clearly with appropriate vocabulary</p> | <ul style="list-style-type: none"> ● 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. |



Second Grade: Science

| Standards | How can families support students? |
|--|--|
| <p>Uses observations to communicate an understanding of patterns and relationships</p> | <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?” ● Ask students open ended questions like “Why do you think it changed?” or “Describe what happened?” ● 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. ● 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?” |
| <p>Uses information and analyzes data to construct explanations</p> | |
| <p>Uses tools and materials to plan and design investigations</p> | |
| <p>Constructs a model to demonstrate understanding of scientific concepts</p> | |



Second Grade: Social Studies

| Standards | How can families support students? |
|---|---|
| Identifies and describes the characteristics of communities. | <ul style="list-style-type: none"> ● Families can engage in 'field trips' around their community. The child can look for characteristics of their community and identify community helpers found in their community. ● Families can compare their family heritage and/or community with other communities. ● Families can track their family adventures both local and distant with a map, chart, or GPS. ● Families can discuss current events at a device-free gathering and note vocabulary and facts specific to topic. |
| Identifies and interprets information from documents, graphics, and maps. | |
| Demonstrates an understanding of vocabulary, key facts, and information. | |



Second Grade: Social Emotional Learning

| Standards | How can families support students? |
|--|--|
| Social-Emotional Learning | <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 | |



Second Grade: Social Emotional Learning (Con't)

| Standards | How can families support students? |
|---|---|
| Completes tasks independently | <ul style="list-style-type: none"> ● Prepare children before transitions occur. For example, 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. |
| Completes tasks in a timely manner | |
| Follows directions | |
| Participates cooperatively and constructively in class discussions and group activities | |
| Uses suggestions constructively | |
| Demonstrates perseverance in solving problems | |
| Comes to school prepared | |



Second Grade: Mathematics

| Standards | How can families support students? |
|---|---|
| Numbers and Operations | <ul style="list-style-type: none"> ● 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. ● Encourage game playing with your child where you can incorporate dice, cards and spinners. |
| Understands and uses place value (ones, tens, hundreds) | |
| Finds equivalent representations (standard, expanded, word form) of two and three digit numbers | |



Second Grade: Mathematics (Con't)

| Standards | How can families support students? |
|--|--|
| <p>Operations and Algebraic Thinking</p> <p>Demonstrates fluency in addition and subtraction</p> <p>Represents and solves word problems involving addition and subtraction</p> <p>Finds differences of two and three digit numbers</p> <p>Finds sums of two and three digit numbers</p> <p>Communicates mathematical thinking</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? ● Have your child estimate how far a place is or how much the week's groceries will cost. ● Play games involving dice where the winner has a higher roll, then find out by how much. ● Encourage puzzle and riddle solving. |
| <p>Geometry/ Measurement and Data</p> <p>Represents, organizes and interprets data</p> | <ul style="list-style-type: none"> ● Involve your child in situations that use money, length, or time. ● Allow child to assist in cooking activities that involve recipes and measurement. ● Go on a shape scavenger hunt either in your home or in the car. Be creative! ● Play a money exchange game or making change game using real or play money. |

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/>