



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.

Consistently:

The student is meeting grade level expectations independently

Progressing:

The student is advancing toward grade level expectations and applies skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.

Not Yet Evident:

The students is not yet meeting grade level expectations. Performance is inconsistent though support is provided.

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.



Kindergarten: Reading

Standards	How can families support students?
Recognizes and names all upper and lowercase letters	<ul style="list-style-type: none"> ● Read for at least 10 minutes every day. ● Look for and name letters and words in environmental print (signs, cereal box). ● Trace letters while saying letter sound (in sand, shaving cream, rice). ● Read to your child everyday and revisit books often. ● While you are reading, pause to ask your child what is happening in the pictures/text. ● Make flashcards with high frequency words and trick words. ● Play letter and sight word bingo.
Identifies letter sounds	
Demonstrates understanding of concepts of print	
Uses phonetic strategies to decode words	
Reads high frequency words	
Describes the relationship between illustrations and the text	
Retells key details of texts	
Reads grade level texts fluently and accurately with comprehension.	



Kindergarten: Writing

Standards	How can families support students?
Generates ideas independently	<ul style="list-style-type: none"> ● Encourage your child to draw a picture and tell you about it. ● Encourage your child to label his or her illustrations. ● Have your child help you create grocery lists and notes to family and friends. ● Create opportunities for your child to write his or her name and letters. ● Have your child keep a journal.
Expresses thoughts through drawing or writing	
Responds to text, author, or personal experience through oral expression or written words	
Applies spelling strategies	
Uses appropriate capitalization, punctuation and spacing	
Prints letters	



Kindergarten: Listening and Speaking

Standards	How can families support students?
Actively listens	<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.
Participates appropriately in conversations with peers and adults related to literacy discussion	
Asks and answers questions relevant to the conversation	
Expresses thoughts, feelings and ideas clearly with appropriate vocabulary	



Kindergarten: Science

Standards	How can families support students?
Uses observations to communicate an understanding of grade level concepts	<ul style="list-style-type: none"> ● Get outside and encourage students to explore their surroundings.
Uses tools and materials to develop a sketch, drawing, or physical model	<ul style="list-style-type: none"> ● Notice small details and ask, “What shapes do you see?” “What are those colors?” “How does it feel?”
Collects and analyzes data to explain 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. ● When exploring, encourage students to capture their observations through drawing or writing in a journal or table. Ask them to make inferences about what they observe.



Kindergarten: Social Studies

Standards	How can families support students?
Asks questions and makes meaning of concepts	<ul style="list-style-type: none"> ● Practice questioning techniques with your child. ● Talk to your child about their day. Use sequencing words like first, next, then, and last. ● Talk about family traditions, holidays, vacations and special events. ● Celebrate the uniqueness of individuals and groups in your family and school community. ● Discuss age-appropriate current events with your child on a regular basis.
Retells important events in sequential order	
Identifies similarities and differences	
Describes how events affect our understanding of the world around us	



Kindergarten: 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. ● Acknowledge your child's feelings. Help them talk about what they feel and how they are feeling. ● Teach your child "calm down" or de-escalation strategies. Remain calm when your child is not. ● Stay near them to make sure they are not hurting themselves or others. ● 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. 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 ● Establish daily routines to help your child feel confident and secure. For example, snack time, bed time. ● Create consistent, predictable routines and a developmentally consistent schedule
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	



Kindergarten: Social Emotional Learning (con't)

Standards	How can families support students?
Completes tasks in a timely manner	<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.
Follows directions	
Participates cooperatively and constructively in class discussions and group activities	
Uses suggestions constructively	
Demonstrates perseverance in solving problems	
Comes to school prepared	



Kindergarten: 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. ● Make math fun and engaging for your child. For example, notice a number in the world around you. ● Wait for your child to notice the same number that you do, turning it into a guessing game. ● Pick a number. Have your child tell you the number that is one greater or one less. ● Roll a die and have your child say the number he/she sees. ● Roll two dice and have your child add or subtract the numbers shown. ● Sing counting songs such as “Five Little Monkeys” and “One, Two, Buckle My Shoe.”
Identifies given numbers between 1 and 100 : 1-20	
Identifies given numbers between 1 and 100 : 1-50	
Identifies given numbers between 1 and 100 : 1-100	
Counts on from a given number	
Sequences numbers in standard order	
Demonstrates counting with 1:1 matching	
Compares two numbers or quantities between 0 and 10	
Prints Numbers	



Kindergarten: Mathematics (Con't)

Standards	How can families support students?
<p>Operations and Algebraic Thinking</p> <p>Fluently adds and subtracts within 5</p> <p>Models addition number sentences within 10</p> <p>Models subtraction sentences within 10</p> <p>Accurately represents and solves word problems within 10</p> <p>Shows an understanding of place value within numbers 11-19</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? ● Make a mathematical equation about your meal. (Example: You started with 5 chicken nuggets and now you have 3. How many did you eat?)
<p>Geometry / Measurement and Data</p> <p>Classify objects into given categories such as color, shape and size</p> <p>Represents and interprets data</p>	<ul style="list-style-type: none"> ● Describe shapes in the world around you by their color and size. ● Extend your child's description. ● Look around the house. What shapes do you see? ● Lay pennies side by side on a table. How many pennies did you need? Can you find an object in the house that is shorter? Can you find an object in the house that is longer?

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/>