



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 yet. Performance is inconsistent even 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 communication method.

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.



Third Grade: Reading

Standards	How can families support students?
Reads grade level text with sufficient accuracy and fluency to support comprehension	<ul style="list-style-type: none"> ● Read from a variety of genres with their child twenty minutes daily, taking turns reading and discussing that reading with child. ● Ask questions that identify character feelings, motivations and traits, cause and effect, main idea and theme using information from the text (text evidence).
Summarizes a text in sequence	
Determines main idea and details in texts	
Determines a theme or central message of text and explains how it is supported by key details	
Determines and clarifies meaning of unknown words	
Supports an answer or inference with details from the text	
identifies character traits, motivations and feelings in a story	



Third Grade: Writing

Standards	How can families support students?
Plans and develops ideas with supporting details	<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 and experiencing in their daily lives.
Details are organized logically within a written narrative, informational or opinion piece	
Provides an introduction and concluding statement that accurately supports their written piece	
Creates a short response that provides text evidence	
Expresses thoughts in complete sentences using appropriate capitalization and punctuation	



Third Grade: 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 collaborative conversations in literacy discussions	
Asks and answers questions relevant to the conversation	
Expresses thoughts, feelings and ideas clearly with appropriate vocabulary	



Third Grade: Science

Standards	How can families support students?
Identifies and connects prior knowledge and vocabulary to observations	<ul style="list-style-type: none"> ● Ask students open ended questions like, “Why do you think it changed?” or “How is that similar to something else we have seen?” ● Notice small details and ask, “What shapes do you see?”, or “How are they different?” using relevant vocabulary words. ● Encourage students to ask questions about things they observe in the natural world or at home. ● Ask students to explain their reasoning using evidence by asking questions like, “How do you know?” “What’s your evidence?” ● Encourage students to test solutions to problems. ● Encourage students to take things apart under adult supervision. Do not worry about reassembly.
Analyzes and interprets data to develop questions	
Constructs an evidence-based plan to solve a problem	
Synthesizes results to design an alternative solution	

Social Studies



Third Grade: Social Studies

Standards	How can families support students?
Uses key vocabulary to develop comparisons across world communities	<ul style="list-style-type: none"> ● Speak with your child about the different regions of the United States and ask how they are similar or different to places they are learning about.
Constructs evidence-based responses using primary and secondary resources	<ul style="list-style-type: none"> ● Ask your child to support their statements or claims by asking, “What is your evidence?” or “What makes you say that?”
Demonstrates reasoning to support an opinion based on comparing and contrasting world communities	<ul style="list-style-type: none"> ● Invite dialogue about world communities by asking questions about places like: “What do you think about?” “How did you conclude that?” ● Ask your child to use specific vocabulary related to Social Studies concepts in their conversations about places in the world. For example, you may suggest they include words related to: <ul style="list-style-type: none"> ○ population ○ government ○ geographic features ○ culture



Third 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	



Third Grade: Social Emotional Learning (Con't)

Standards	How can families support students?
Learning Behaviors (Con't)	<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	



Third 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. ● Enlist your child to help with calculations you might do at home. Ask if they can teach you to perform a calculation another way. ● Create a comparison between two quantities. Ask which is more/less and how to make them equal. ● Involve your child in family situations that use fractions and decimals (e.g. recipes, grocery prices, and bills).
Understands place value and properties of operations	
Uses place value understanding to determine value for comparison (<, >, =)	
Develops an understanding of and represents fractions as part of a whole	
Compares fractions with models and strategies	



Third Grade: Mathematics (Con't)

Standards	How can families support students?
Operation and Algebraic Thinking	<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?
Demonstrates fluency in addition and subtraction	
Demonstrates fluency in multiplication	
Demonstrates fluency in division	
Utilizes strategies and solves multi-step word problems	
Communicates mathematical thinking	
Geometry/ Measurement and Data	<ul style="list-style-type: none"> ● Notice daily situations that use equal groups or arrays.
Organizes and interprets 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/>