



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 student 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.



Fourth Grade: Reading

Standards	How can families support students?
Finds relevant evidence from a text to explain and support ideas and make logical inferences	<ul style="list-style-type: none"> ● Ask your child what they are reading in school. ● Ask your child Who, What, When, Where, Why, and How do you know? questions as they read. ● Ask your child what characters are in the stories they are reading, where the stories take place and how the setting and plot may influence characters actions and thoughts. ● Encourage your child to read every day from a variety of genres. (Fiction, non-fiction, poems, plays, articles, and journals) ● Ask your child what the author is trying to teach them in the books/texts they are reading. ● Listen to your child read aloud to practice their fluency.
Summarizes a text	
Determines the theme or central idea of a text, and explains how key details support it	
Applies reading strategies for comprehension	
Reads grade-level texts fluently to support comprehension	
Identifies and analyzes text structure	



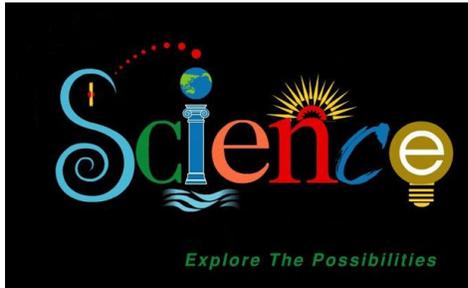
Fourth Grade: Writing

Standards	How can families support students?
Produces a variety of text types (narrative, informational, opinion) that are logically organized and clearly convey ideas	<ul style="list-style-type: none"> ● Parents can support young writers by encouraging them to journal about what they are reading and experiencing them in their lives. ● Parents can model the importance of writing in many ways: <ul style="list-style-type: none"> ○ Shopping lists ○ Planning vacations ○ Researching ○ Calendaring activities
Writes responses to literary and informational texts	
Uses strategies to plan, revise, and strengthen writing	
Applies conventions of standard English	



Fourth 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. ● Have conversations with your child about their day.
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	



Fourth Grade: Science

Standards	How can families support students?
Designs and/or develops models that represent scientific concepts	<ul style="list-style-type: none"> ● Encourage students to write or draw how they think something works. It is okay for them to be wrong, the process is more important than accuracy. ● Ask students questions that encourage them to recognize patterns, such as, “What do you notice about the weather this month?” ● Notice small details and ask, “What shapes do you see?” “What are those colors?” “How does it feel?” “How are they are they the same?” or “What are some patterns you observe?” ● 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 test solutions to problems they may encounter.
Analyzes and interprets data that describe patterns and relationships	
Generates and compares multiple solutions to a variety of problems	



Fourth Grade: Social Studies

Standards	How can families support students?	
Identifies and explains multiple perspectives based on historical events	<ul style="list-style-type: none"> ● Take a car ride around Long Island and/or NY State. Look at the many different geographical features that our state has to offer and how it affects everyday life both past and present. ● Talk about events that happened and why they happened. ● Take your children to local government meetings to see how they are run (Board of Ed, Community meetings, etc.). ● Watch a movies, TV show, read an article or book, talk about everyday situations and identify the multiple point of views and why they feel that way. ● Visit museums and historical sites! 	
Analyzes cause and effect relationships in New York State's history, geography, economics, and government		
Recognize how New York State's geography affects the relationships between people and their environment		



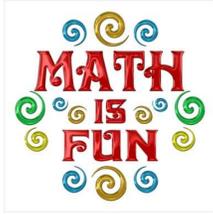
Fourth Grade: Social Emotional Learning

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	



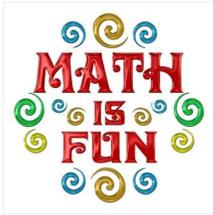
Fourth Grade: Social Emotional Learning (Con't)

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 independently	
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	



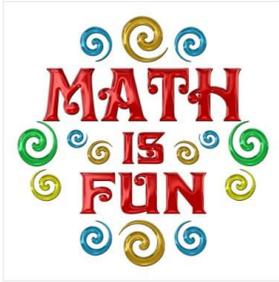
Fourth Grade: Mathematics

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. ● Make math fun and engaging for your child. For example, involve your child in family situations that use fractions and decimals, such as recipes, grocery prices, and bills. <ul style="list-style-type: none"> ○ Ask your child to try to solve the problem in a different way. For example if they used an equation, they can try using a visual model to solve the same word problem. ● Practice basic math facts (addition, subtraction, multiplication through 12, and division through 12). This is the most important concept that incoming 4th graders must know. It will make all the new concepts easier to understand. Quiz your kids, make flashcards, or use minute drills.
Understands place value for multi-digit numbers	
Uses place value understanding to perform operations	
Understands fraction equivalence and ordering	
Builds fractions by applying understandings of operations	
Understands relationships and operations between fractions and decimals	
Demonstrates fluency in basic addition, subtraction, multiplication and division facts	



Fourth Grade: Mathematics (Con't)

Standards	How can families support students?
<p>Operation and Algebraic Thinking</p> <p>Uses models or words to explain reasoning</p> <p>Uses operations with whole numbers to solve problems</p> <p>Understands relationships with factors and multiples</p> <p>Generates, recognizes and/or analyzes patterns</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? ● 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.



Fourth Grade: Mathematics (Con't)

Standards	How can families support students?
Geometry/ Measurement and Data	<ul style="list-style-type: none"> ● Talk about lines and angles present in nature, food, toys, structures, etc. ● Classify objects you notice by the presence or absence of parallel lines, perpendicular lines, and intersecting lines. ● Practice using rulers and protractors.
Converts measurements from larger units to smaller units	
Applies appropriate units of measurement	
Represents and interprets data	
Understands concepts of angles and measuring angles	
Draws and identifies lines and angles and classify shapes	
Uses models or words to explain reasoning	

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/>