



## 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 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.



## Fifth Grade: Reading

Standards	How can families support students?
Finds relevant evidence from a text to support ideas and/ or inferences and makes logical inferences	<ul style="list-style-type: none"> <li>● Ask your child what they are reading in school.</li> <li>● Ask your child Who, What, When, Where, Why, and How do you know? questions as they read.</li> <li>● 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.</li> <li>● Encourage your child to read every day from a variety of genres. (Fiction, non-fiction, poems, plays, articles, and journals.)</li> <li>● Ask your child what the author is trying to teach them in the books/texts they are reading.</li> </ul>
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	



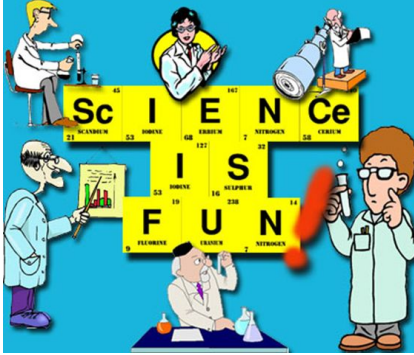
## Fifth Grade: Writing

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"> <li>● Parents can support young writers by encouraging them to journal about what they are reading and experiencing them in their lives.</li> <li>● Parents can model the importance of writing in many ways:               <ul style="list-style-type: none"> <li>○ Shopping lists</li> <li>○ Planning vacations</li> <li>○ Researching</li> <li>○ Calendaring activities</li> </ul> </li> </ul>
Write responses to literary and informational texts	
Utilizes research to build and present knowledge in content areas	
Applies conventions of standard English	



## Fifth Grade: Listening and Speaking

Standards	How can families support students?
Actively listens	<ul style="list-style-type: none"> <li>● 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"> <li>○ Board games</li> <li>○ Card games</li> <li>○ Car games</li> <li>○ Shared experiences- shopping, family meals, etc.</li> </ul> </li> </ul>
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	



## Fifth Grade: Science

Standards	How can families support students?	
Designs and develops models to explain scientific concepts	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Give students opportunities to generate arguments from evidence they find through research or investigations.</li> </ul>	
Creates arguments supported by research and scientific investigation		
Measures, represents, and analyzes data		<ul style="list-style-type: none"> <li>● Encourage students to make measurements of length and mass when they observe objects they are curious about outside or in the house.</li> <li>● Encourage students to closely examine devices and take things apart with adult supervision. Do not worry about reassembly.</li> <li>● Let students ask questions, make predictions and test solutions to problems they may encounter.</li> </ul>



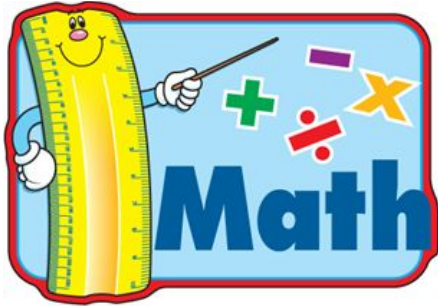
## Fifth Grade: Social Studies

Standards	How can families support students?
Interprets information from documents, graphics, and maps	<ul style="list-style-type: none"> <li>● Have your child use maps to help plan a family vacation.</li> <li>● Ask your child to interview their grandparents about their childhood. Have them compare it to their own childhood.</li> <li>● Find a movie or short video that represents a different period of history. Have a discussion with your child as to how that period of time compares to today.</li> <li>● Visit museums on Long Island, NYC and while visiting other places.</li> <li>● Watch the History Channel.</li> <li>● Have your child read a historical book. Ask them if they can identify things in the book that they have studied in class.</li> </ul>
Describes, compares, and contrasts regions and people of the Western Hemisphere in the areas of government, economics, history, and geography	
Analyzes how changes over time have impacted history	



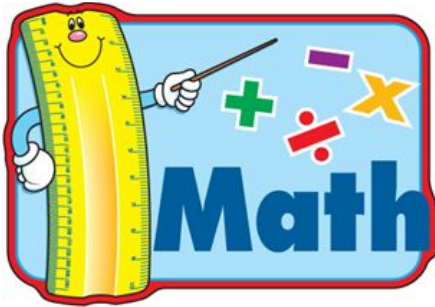






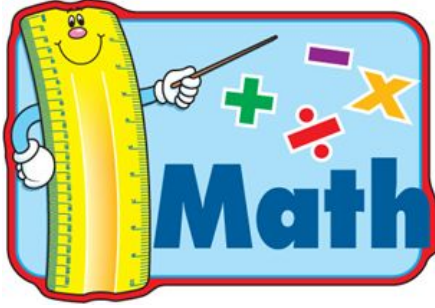
## Fifth Grade: Mathematics

Standards	How can families support students?
<b>Numbers and Operations</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Make math fun and engaging for your child. For example:               <ul style="list-style-type: none"> <li>● Involve your child in family situations that use fractions and decimals (e.g. recipes, grocery prices and bills).</li> <li>● Ask your child to estimate the total cost of a multiple item shopping trip.</li> <li>● Ask your child to estimate how long a family trip will take.</li> <li>● Challenge your child to keep score of a game using values other than 1. (3 points for each run scored in kickball)</li> <li>● Engage your child in fun, challenging problem solving tasks (Sudoku, jigsaw puzzles, or logic puzzles).</li> </ul> </li> </ul>
Applies place value concepts to compare and order numbers	
Performs operations with multi-digit whole numbers	
Performs operations with decimals	
Performs operations with fractions	
Applies and extends math concepts to solve problems	



## Fifth Grade: Mathematics (Con't)

Standards	How can families support students?
<b>Operation and Algebraic Thinking</b>	<ul style="list-style-type: none"> <li>● Ask questions to support your child with their homework:               <ul style="list-style-type: none"> <li>○ What do you already know about this problem?</li> <li>○ Can you draw a picture of what is happening?</li> <li>○ Does this remind you of a problem you have seen before?</li> </ul> </li> <li>● Ask your child to explain a new math concept to you in 30 words or less.</li> <li>● Work with your child to find a short online video that can help them solve a math problem.</li> <li>● Work with your child to find an online math game that reinforces concepts or helps develop fluency.</li> <li>● Utilize the Go Math HOLT Online resources.</li> <li>● Explore KidOYO with your child.</li> </ul>
Writes and evaluates numeric expressions	
Analyzes patterns and/or number relationships	
Uses models or drawings to communicate math concepts	
Uses writing to explain mathematical reasoning	



## Fifth Grade: Mathematics (Con't)

Standards	How can families support students?
<b>Geometry/ Measurement and Data</b>	<ul style="list-style-type: none"> <li>● Notice the area of different figures you encounter. Ask your child to estimate their area.</li> <li>● Engage your child in a geometric figure scavenger hunt.</li> <li>● Have your child build/play with legos, blocks, magnetic tiles. Challenge your child to determine area, volume, dimensions of the building tools and/or objects they construct.</li> <li>● Involve your child in a renovation project that involves measurement (new carpets, painting rooms, new blinds).</li> <li>● Find opportunities for your child to estimate and compare volume (how many small cups needed to fill a large pot).</li> <li>● Discuss grid games in terms of coordinates (chess and checkers).</li> </ul>
Classifies two dimensional shapes based on their properties	
Determines the area of two dimensional shapes	
Determines the volume of three dimensional shapes	
Performs operations with units of measurements (standard and metric)	
Applies graphing concepts to problem solving	

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/>