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# Grading for Learning

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Reimagining the Elementary Report Card to Align  
with Next Generation Learning Standards

# Purpose-Driven Work: Why?

At Syosset, we utilize the report card to *communicate* student achievement to students and families, *measure* learning against a standard of performance, and *refine* our instructional practice.



# Teacher Voice

Quarters	Trimesters
Banded grades (K-2, 3-5)	Report cards for each grade level
Uneven understanding of performance criteria	Shared understanding of performance criteria
Spotty assessments	Commitment to common, multiple measures across schools
Narrative comments	Action-based feedback

# Work in Action:

We can do anything we want!

**Reading**

- Summarize for support in main
- Character traits
- Informational texts
- Main idea/details

**Writing**

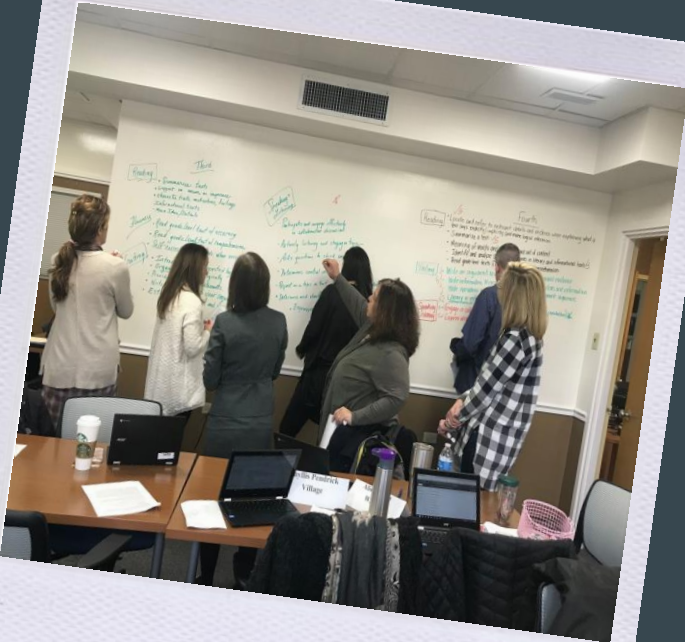
- Read grade-level
- Read grade-level
- Self-expects and

**Reading**

- Introduce a subject
- Organize ideas
- Provide evidence
- Notes/narratives
- Establishes a topic
- Use annotations

**Reading**

- Inferencing main idea
- Identify a central idea
- Summarize a text
- Identify characters, their traits, and feelings in a story
- Support an answer with evidence
- Read grade-level text with
- Identify, explain, and compare
- Self-expects and



*What is  
provided must  
not overwhelm  
parents.*

It's a matter of  
balance

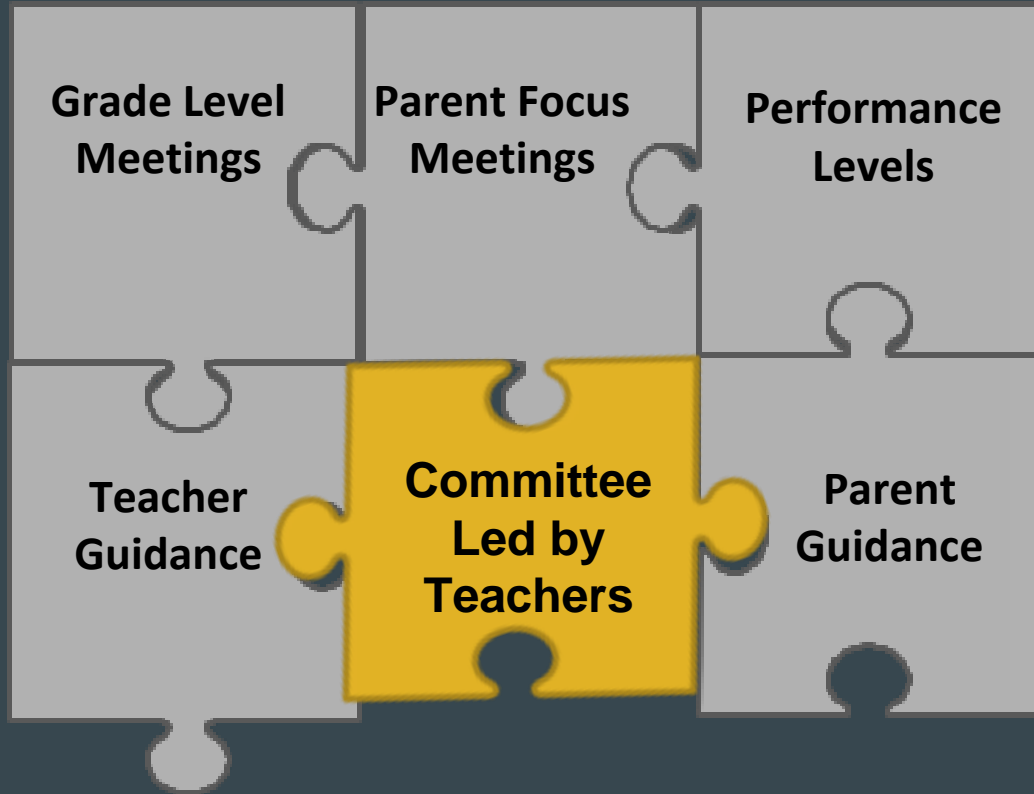


*What is expected  
must not  
overwhelm  
teachers.*



***Focus on  
learning goals  
connected to  
standards  
Separate from  
Behavior***

# Next level of process



#### 4: LITERACY - WRITING

	Term		
	T1	T2	T3
Produces a variety of text types (narrative, informational, opinion) that are logically organized and clearly convey ideas			
Writes responses to literary and informational texts			
Uses strategies to plan, revise, and strengthen writing			
Applies conventions of standard English			

# English Language Arts

Consistently	Progressing	Not Yet Evident
Student independently uses a variety of strategies to plan, generate and revise writing	With support the student uses a variety of strategies to plan, generate and revise writing	Even with prompting and support, student has difficulty generating and revising written work

Writes responses to literary and informational texts.

Uses strategies to plan, revise, and strengthen writing.

Applies conventions of standard English.

- Parents can model the importance of writing in many ways;
  - Shopping lists
  - Planning vacations
  - Researching
  - Calendaring activities



#### 4: MATH - OPERATIONS & ALGEBRAIC THINKING

	Term		
	T1	T2	T3
Uses models or words to explain reasoning			
Uses operations with whole numbers to solve problems			
Understands relationships with factors and multiples			
Generates, recognizes and/or analyzes patterns			

# Mathematics

Understands relationships among factors and multiples

Consistently	Progressing	Not Yet Evident
Student can independently find factor pairs, understand a number is a multiple of each of its factors, find if a whole number is a multiple of a one digit number and understand prime and composite numbers.	With support student can independently find factor pairs, understand a number is a multiple of each of its factors, find if a whole number is a multiple of a one digit number and understand prime and composite numbers.	Even with support student has difficulty finding factor pairs, understanding a number is a multiple of each of its factors, finding if a whole number is a multiple of a one digit number and understanding prime and composite numbers.



whole numbers to solve problems

Understands relationships with factors and multiples

Generates, recognizes and/or analyzes patterns

o Can you draw a picture of what is happening?

o 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

# Looking Ahead

- Elementary parents will receive links to Parent Guidance Documents and Report Card Templates: Week of October 23rd
- November PTA meetings will focus on Parent Guidance Documents
- Presentation as part of PTA Education Committee
- November parent/teacher conference: parent/teacher conversations