

# Holley Elementary School

## Report Card Parent Guide Kindergarten



This Report Card, aligned with the New York State Learning Standards, is designed to provide you with specific information about your child's performance in each grade and in each subject. It also includes behaviors and work habits that contribute to your child's growth and learning.

We are committed to ensuring that students are well prepared for the future. It is our professional responsibility to provide parents and students with complete and accurate information that reflects your child's performance, and the indicators on the Report Card are designed to reflect achievement. Achievement is measured by student's performance at a single point in time and how well the student performs against a standard.

This Parent Guide was written to assist you in understanding how your child is scored on the Holley Elementary Report Card. Providing a clear and complete communication tool is the main goal of our Standards Based Report Card.

### **Changes in Our New Report Card**

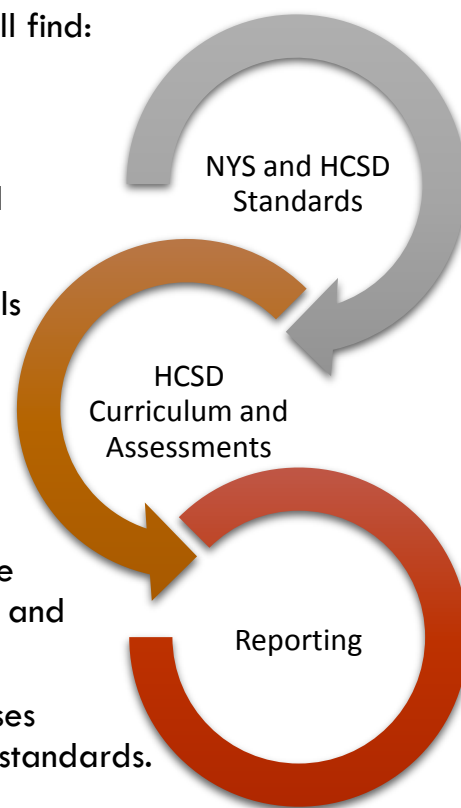
The new report card is aligned to New York State Learning Standards and reflects updates in our instruction, curriculum and assessments. You will find:

1. Category titles and descriptors reflecting skills needed to master NYS and District Standards.
2. Grading keys reflecting student progress toward NYS and District Standards (1-4 scale).
3. Learner Behaviors reflecting expectations for skills necessary to be a successful learner.

### **Standards-Based Report Cards**

There are four essential components to a standards-based system.

1. The subject standards as outlined by NYS and the District that describe what a student should know and be able to do at an identified point in time.
2. The standards-based curriculum that a teacher uses to ensure that classroom instruction targets these standards.
3. The assessments that a teacher uses to measure learning and the extent to which a student has met the standard.
4. The communication tool that allows a teacher to report accurately a student's progress toward meeting standards four times throughout the school year.




# Quick View

## Academic Areas and Student Performance Levels

These descriptors (1-4) are used to report achievement in the NYS and District grade-level Standards.

These descriptors (A, C, I, N) are used to report student Effort and Learner Behaviors.



**2017-2018  
Grade 3 Report Card  
Holley Elementary**  
Principal: Ms. Karri D. Schiavone  
3800 North Main Street  
Holley, NY 14470  
585-638-6318 x 2405

**Student:** \_\_\_\_\_  
**Teacher:** \_\_\_\_\_

<p><b>Academic Performance Level Descriptors</b></p> <ul style="list-style-type: none"> <li>- Exceeding NYS and District Standards</li> <li>- Meeting NYS and District Standards</li> <li><b>2</b> - Working toward NYS and District Standards</li> <li><b>1</b> - Not meeting NYS and District Standards</li> <li><b>N/A</b> - Not assessed at this time</li> </ul>	<p><b>Effort and Learner Behavior Descriptors</b></p> <p>A - Always Demonstrates C - Consistently Demonstrates I - Inconsistently Demonstrates N - Not Yet Demonstrating</p> <p style="text-align: center;"><b>Fountas and Pinnell Reading Levels</b> KDG - A, B, C, D / 1st Grade - E, F, G, H, I, J 2nd Grade - J, K, L, M / 3rd Grade - N, O, P 4th Grade - Q, R, S / 5th Grade - T, U, V 6th Grade - W, X, Y</p>
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Current and expected reading levels are reported using a letter level from the Fountas & Pinnell Reading assessment.

Reading Level	Q1	Q2	Q3	Q4
<b>Current Fountas &amp; Pinnell Reading Level</b>	P			
<b>English Language Arts - Reading Literature and Information</b>	Q1	Q2	Q3	
<b>Effort</b>	C			
Asks and answers questions about a text and supports an answer or inference with text details	3			
Determines a main idea or theme and explains how key details support it	3			
Summarizes portions of a text	3			
Describes character traits, motivation and feelings using text details	3			
Describes the relationship between a series of events or ideas	N/A			
Uses context to determine the meanings of unknown words	N/A			
Identifies and uses text features to build comprehension	2			
Reads fluently and accurately to support comprehension	4			
Compares the point of view of the reader with that of the author, narrator or characters	N/A			
<b>English Language Arts - Writing and Language</b>	Q1	Q2	Q3	Q4
<b>Effort</b>	C			
<b>Informational / Explanatory Writing</b>	3			
Development of Ideas	3			
Organization	2			
<b>Narrative Writing</b>	N/A			
Development of Ideas	C			
Organization	N/A			
<b>Opinion Writing</b>	N/A			
Development of Ideas	N/A			
Organization	N/A			
<b>Across All Types of Writing</b>	N/A			
Uses grade-level appropriate conventions (grammar, spelling, punctuation)	N/A			
Uses precise language and content-specific vocabulary	N/A			
<b>Math Literacy</b>	Q1	Q2	Q3	Q4
<b>Effort</b>	A			
Represents and solves problems using multiplication within 100 with fluency	N/A			
Represents and solves problems using division within 100 with fluency	N/A			
Understands properties of multiplication	N/A			
Understands the relationship between multiplication and division	N/A			
Uses place value to do multi-digit arithmetic by rounding numbers to the nearest 10 or 100	N/A			
Adds and subtracts fluently within 1,000	N/A			
Understands that fractions are a part of a whole	N/A			

# Quick View

## Learner Behaviors, Attendance and Teacher Comments

Student achievement is reported four times a year.

Learner Behaviors	Q1	Q2	Q3	Q4
Respects others' feelings and property	A			
Exercises self-control	A			
Accepts responsibility for own behavior	A			
Displays a positive attitude	A			
Cooperates and works well with others	A			
Listens effectively for information/directions	A			
Maintains appropriate voice level	A			
Stays focused during learning opportunities	A			
Works independently	A			
Seeks help when needed	A			
Uses time effectively to produce his/her best work	C			
Organizes personal and classroom materials	A			
Takes risks in learning	A			
Follows classroom routines	A			

Teacher comments will include more specific information about student progress and content covered.

Learner Behaviors are essential skills for becoming a successful learner.

COMMENTS:
<b>Q1</b> Comments by:
<b>Q2</b> Comments by:
<b>Q3</b> Comments by:
<b>Q4</b> Comments by:

Attendance area provides a record of the number of days present and days absent for each marking period.

ATTENDANCE	Q1	Q2	Q3	Q4
Days Present	44			
Days Absent	1			

# Frequently Asked Questions

## **Q: Why a Standards-Based Report Card?**

A: Standards-based report cards provide:

1. In-depth student assessments
2. Consistent evaluations throughout the year
3. Consistent evaluations between students



## **Q: How does this help communication with parents?**

A: Standards-based report cards enable parents to receive accurate information based on cumulative student progress throughout the marking period. They also:

1. Promote more detailed and meaningful conversations with parents at parent-teacher conferences
2. Allow for careful and precise monitoring of student achievement
3. Reflect grade-level standards, skills and expectations so parents gain a complete idea of student progress

## **Q: Why are not all standards listed on the report card?**

A: Teams of teachers and administrators reviewed the NYS and District standards for each grade level and each subject and chose descriptors which were considered most significant for student learning in each grade level.

## **Q: Why are there no letter or percentage grades?**

A: A standards-based report card's rubric approach (1, 2, 3, 4) provides information about a student's achievement without the need for letter or percentage grades. Letter and percentage grades:

1. Follow a teacher's individual assessment and expectations
2. Do not show a student's performance toward state and district standards or expectations
3. Tell only how a child performed on specific assignments and do not allow for growth and progress and learning over time

## **Q: Can a student perform at a level 3 and then move to a lower level the next marking period?**

A: The expectations change from one quarter to the next as students build skill toward the end of the year grade level expectations. This means:

1. A student may meet the grade level benchmark during the first quarter, but as the expectations increase, the student may not demonstrate the same level of proficiency the next quarter.
2. A student might receive a 3 in the first quarter and then receive a 2 in the second quarter.

## **Q: Why are some areas on my child's report card not evaluated this quarter and why does the report cards show N/A?**

A: Not every standard is taught every quarter, while some are woven throughout instruction all year long.

1. Some standards spiral and can be taught each marking period, so they are assessed more frequently.
2. Some standards are based on a hierarchy, meaning another must be mastered before the skill can progress to something more difficult.
3. Some classes (typically Science and Social Studies) are based on units that alternate by quarter, resulting in an NA for one marking period.

When standards are taught, they are evaluated and will be reported on the report cards.

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## **Kindergarten**

### *Report Card Standards and Score Descriptions*

In Kindergarten, the assignment of scores on each student’s report card is based on teacher observation and/or benchmark assessments rather than an “average” of the student’s work.

Each kindergarten teacher meets individually with his or her students at the end of every quarter to determine which skills and concepts each student has mastered and which are still developing.

The report card standards have been broken down into four performance levels that progress in difficulty for each quarter.

The tables on the following pages illustrate the report card standards and the score descriptions for levels 4, 3, 2, and 1 for each quarter.

Please note that achieving a level 3 is the expectation for kindergarten grade level work.

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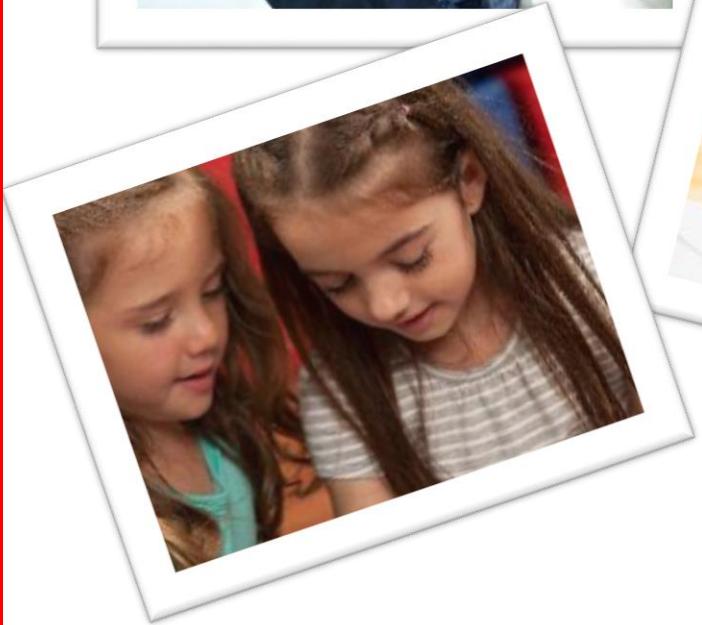
<b>Reading Level</b>				
	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Current Fountas and Pinnell Reading Level</b>	NA	4: C or above	NA	4: E or above
		3: B Instructional or Independent		3: D Instructional or Independent
		2: A Independent or Instructional; B Hard		2: C Independent or Instructional; D Hard
		1: A Hard		1: Any A or B; C Hard

# Reading Literacy

	Q1	Q2	Q3	Q4
<b>Answers questions about a text</b>	This is assessing <u>comprehension</u> of reading and listening to text. 4: demonstrates higher level comprehension (connections, inferences, etc.) 3: consistently demonstrates understanding of texts and details (story elements, and wh questions) independently 2: has gaps in understanding of texts (story elements, wh questions) 1: consistently demonstrates little to no comprehension			
<b>Actively participates in group reading activities</b>	4: Consistently 3: Usually 2: Sometimes 1: Rarely			
<b>Expresses thoughts, feelings, and ideas clearly</b>	4: Consistently 3: Usually 2: Sometimes 1: Rarely			
<b>Listens to others and takes turns speaking about the topic</b>	4: Consistently 3: Usually 2: Sometimes 1: Rarely			
<b>Recognizes and names lower case letters</b>	Drop-down box: The number indicates the number of lower case letters identified correctly.			
<b>Recognizes and names upper case letters</b>	Drop-down box: The number indicates the number of upper case letters identified correctly			
<b>Produces and identifies consonant sounds</b>	4: Identifies more than 10 consonant sounds.	4: Identifies 21 consonant sounds.	4: Identifies 21 consonant sounds plus some digraphs (ch, th, wh, sh).	4: Identifies 21 consonant sounds plus all digraphs (ch, th, wh, sh).
	3: Identifies 10 consonant sounds.	3: Identifies 18-20 consonant sounds.	3: Identifies 18-20 consonant sounds.	3: Identifies 21 consonant sounds.
	2: Identifies 6-9 consonant sounds.	2: Identifies 14-17 consonant sounds.	2: Identifies 10-17 consonant sounds.	2: Identifies 15-20 consonant sounds.
	1: Identifies less than 6 consonant sounds.	1: Identifies less than 14 consonant sounds.	1: Identifies less than 10 consonant sounds.	1: Identifies less than 15 consonant sounds.
<b>Produces and identifies vowel sounds</b>	4: Identifies 4-5 short vowel sounds.	4: Identifies 5 short vowel sounds, plus some long vowel sounds.	4: Identifies 5 short vowel sounds, plus all long vowel sounds.	4: Identifies 5 short vowel sounds, plus all long vowel sounds.
	3: Identifies 3 short vowel sounds.	3: Identifies 5 short vowel sounds.	3: Identifies 5 short vowel sounds.	3: Identifies 5 short vowel sounds.
	2: Identifies 1-2 short vowel sounds.	2: Identifies 3-4 short vowel sounds.	2: Identifies 4 short vowel sounds.	2: Identifies 4 short vowel sounds.
	1: Identifies 0 short vowel sounds.	1: Identifies less than 3 short vowel sounds.	1: Identifies less than 4 short vowel sounds.	1: Identifies less than 4 short vowel sounds.
<b>Recognizes rhyming words</b>	4: Identifies all 8 rhymes correctly.	4: Identifies all 8 rhymes correctly.	4: Identifies all 8 rhymes correctly.	4: Identifies all 8 rhymes correctly, plus names more that rhyme with the word.
	3: Identifies 6-7 rhymes correctly.	3: Identifies 7 rhymes correctly.	3: Identifies 7 rhymes correctly.	3: Identifies 8 rhymes correctly.
	2: Identifies 4-5 rhymes correctly.	2: Identifies 5-6 rhymes correctly.	2: Identifies 5-6 rhymes correctly.	2: Identifies 5-6 rhymes correctly.
	1: Identifies less than 4 rhymes correctly.	1: Identifies less than 5 rhymes correctly.	1: Identifies less than 5 rhymes correctly.	1: Identifies less than 5 rhymes correctly.
<b>Produces rhyming words</b>	4: Produces all 8 rhymes correctly.	4: Produces all 8 rhymes correctly.	4: Produces all 8 rhymes correctly, plus names more than one for some of them.	4: Produces all 8 rhymes correctly, plus names 2 rhymes for each word given.
	3: Produces 6-7 rhymes correctly.	3: Produces 7 rhymes correctly.	3: Produces 7 rhymes correctly.	3: Produces 8 rhymes correctly.
	2: Produces 4-5 rhymes correctly.	2: Produces 5-6 rhymes correctly.	2: Produces 5-6 rhymes correctly	2: Produces 6-7 rhymes correctly.
	1: Produces less than 4 rhymes correctly.	1: Produces less than 5 rhymes correctly.	1: Produces less than 5 rhymes correctly.	1: Produces less than 6 rhymes correctly.
<b>Tracks words left to right on a page</b>	4: Consistently 3: Usually 2: Sometimes 1: Rarely	3: Consistently 2: Usually 1: Sometimes	3: Consistently 2: Usually 1: Sometimes	3: Consistently 2: Usually 1: Sometimes
<b>Reads common kindergarten sight words</b>	4: Reads the 10 sight words taught, plus more	4: Reads the 20 sight words taught, plus more	4: Reads the 30 sight words taught, plus more	4: Reads the 40 sight words taught, plus more
	3: Reads the 10 sight words taught	3: Reads the 20 sight words taught	3: Reads the 30 sight words taught	3: Reads the 40 sight words taught
	2: Reads 7-9 of the 10 sight words taught	2: Reads 16-19 of the 20 sight words taught	2: Reads 25-29 of the 30 sight words taught	2: Reads 35-39 of the sight words taught
	1: Reads 0-6 of the 10 sight words taught	1: Reads 0-15 of the 20 sight words taught	1: Reads 0-24 of the 30 sight words taught	1: Reads 0-34 of the sight words taught
<b>Isolates and pronounces sounds in three letter words (cvc-sit, cup)</b>	NA	4: Isolates sounds in 9-10 words.	4: Isolates sounds in 10 words.	4: Isolates sounds in 10 words plus some CCVC or CVCC words.
	NA	3: Isolates sounds in 7-8 words.	3: Isolates sounds in 8-9 words.	3: Isolates sounds in 10 words.
	NA	2: Isolates sounds in 5-6 words.	2: Isolates sounds in 6-7 words.	2: Isolates sounds in 8-9 words.
	NA	1: Isolates sounds in less than 5 words.	1: Isolates sounds in less than 6 words.	1: Isolates sounds in less than 8 words.

## Reading Literacy cont.

Substitutes sounds in one-syllable words to create new words (mat to cat)	NA	NA	4: Substitutes sounds in 10 words.	4: Substitutes sounds in 10 words, plus some CCVC or CVCC words.
			3: Substitutes sounds in 8-9 words.	3: Substitutes sounds in 10 words.
			2: Substitutes sounds in 6-7 words	2: Substitutes sounds in 8-9 words.
			1: Substitutes sounds in less than 6 words	1: Substitutes sounds in less than 8 words





# Writing and Language

	Q1	Q2	Q3	Q4
<b>Uses drawing and writing to convey information or an opinion or to tell a story</b>	4: Consistently 3: Usually 2: With support 1: Not yet			
<b>Develops ideas and topics</b>	4: Writes to the topic consistently and expands on ideas across each writing piece 3: Writes to the topic consistently across each writing piece 2: Topic of writing piece is inconsistent 1: Ideas not developed			
<b>Demonstrates organization</b>	4: Follows structure required for each genre; uses pictures that match words; includes more details and information in writing and pictures 3: Follows structure required for each genre; uses pictures that match words 2: Sometimes follows structure required for each genre; some pictures match words 1: Does not follow structure required for each genre; pictures do not match words			
<b>Applies sound-symbol correspondence</b>	NA	4: Writes most beginning and ending sounds and some vowels  3: Writes most beginning and ending sounds  2: Writes most beginning sounds; may need support  1: Writes some beginning sounds with support or does not write matching sounds and symbols	4: Writes a letter or letters for most consonant and short vowel sounds  3: Writes most beginning and ending sounds and some vowels  2: Writes most beginning and ending sounds; may need support  1: Writes most beginning sounds with support or does not write matching sounds and symbols	4: Writes using conventional spelling for words with common spelling patterns  3: Writes a letter or letters for most consonant and short vowel sounds  2: Writes most beginning and ending sounds and some vowels  1: Writes most beginning and ending sounds; may need support
<b>Writes sight words accurately</b>	NA	NA	4: Consistently spells sight words correctly 3: Spells most sight words correctly from memory or using resources 2: Spells some sight words correctly from memory or using resources 1: Spells few or no sight words correctly	
<b>Applies an awareness of spacing and punctuation</b>	NA	NA	4: Consistently uses spacing and end punctuation correctly 3: Uses appropriate spacing and most end punctuation 2: Spacing varies and use of end punctuation is inconsistent 1: Does not use spacing and/or end punctuation	
<b>Uses upper and lowercase letters appropriately</b>	NA	NA	4: In addition to level 3, uses a capital for dates and names of people 3: Uses a capital letter for the beginning of a sentence and the pronoun I only 2: Uses a capital letter for the beginning of a sentence and the pronoun I only (with support) 1: Inconsistent use of appropriate upper and lowercase letters	

# Math Literacy

	Q1	Q2	Q3	Q4		
<b>Counts to 100 by ones</b>	4: 100	4: 100	4: 100	4: 120+		
	3: 20	3: 50	3: 75	3: 100		
	2: 11-19	2: 21-49	2: 50-74	2: 75-99		
	1: 1-10	1: 1-20	1: 1-49	1: 1-74		
<b>Counts to 100 by tens</b>	NA	NA	4: Counts to 100 3: Counts to 80 2: Counts to 30-70 1: Counts to 10-20 or cannot count by 10's	4: Counts to 120 3: Counts to 100 2: Counts to 40-90 1: Counts 10-30 or cannot count by 10's		
	<b>Identifies numbers 0-20</b>	4: 0-20	4: 0-20	4: 0-20 and ID a double digit from each group of tens	4: 0-20 and ID a double digit from each group of tens	
		3: 0-10 (The exact numbers 0-10)	3: 0-10	3: 0-20	3: 0-20	
		2: any 5- 10 numerals	2: any 10 numerals	2: any 14-20 numerals	2: any 18-20 numerals	
1: 0 - any 4 numerals	1: 0 –any 9 numerals	1: 0- any 13 numerals	1: 0-any 17 numerals			
<b>Writes numbers 0-20</b>	4: 0-20	4: 0-20	4: 0-20 and writes a double digit from each group of tens	4: 0-20 and writes a double digit from each group of tens		
	3: 0-10	3: 0-10	3: 0-20	3: 0-20		
	2: any 5- 10 numerals	2: any 10 numerals	2: any 14-20 numerals	2: any 18-20 numerals		
	1: 0- any 4 numerals	1: 0 –any 9 numerals	1: 0- any 13 numerals	1: 0-any 17 numerals		
<b>Adds within 5 fluently</b>	NA	NA	NA	4: Fluent within 5, plus 5 extra facts within 10 3: Fluent within 5, 1 minute per 10 facts 2: Solves 6-9 out of 10 correctly 1: Solves fewer than 6		
	<b>Subtracts within 5 fluently</b>	NA	NA	NA		
		NA	NA	NA	4: Fluent within 5, plus 5 extra facts within 10 3: Fluent within 5, 1 minute per 10 facts 2: Solves 6-9 out of 10 correctly 1: Solves fewer than 6	
		NA	NA	NA	4: Builds a number greater than 20 using ten frames 3: Builds two different teen numbers using ten frames 2: Builds only 1 number correctly 1: Does not demonstrate yet	
<b>Identifies, describes, and compares two-dimensional shapes</b>	NA	NA	4: Identifies 5 shapes plus one more and sorts by 1 attribute 3: Identifies 5 shapes and sorts by 1 attribute 2: Identifies 3-4 shapes or sorts unsuccessfully 1: Identifies 0-2 shapes	4: Identifies 5 shapes plus one more and sorts by 1 attribute 3: Identifies 5 shapes and sorts by 1 attribute 2: Identifies 3-4 shapes or sorts unsuccessfully 1: Identifies 0-2 shapes		
	<b>Identifies three-dimensional shapes</b>	NA	NA	4: Names 4 shapes plus one more 3: Names 4 shapes 2: Names 2-3 shapes 1: Names 0-1 shapes	4: Name 4 shapes plus one more 3: Names 4 shapes 2: Names 3 shapes 1: Names 0-2 shapes	
		<b>Demonstrates 1:1 correspondence when counting objects</b>	4: 21+ objects	4: 21+ objects	4: 21+ objects	4: 21+ objects
			3: 10-20	3: 10-20	3: 20	3: 20
2: 5-9	2: 8-9		2: 14-19	2: 17-19		
1: 0-4	1: 0-7	1: 0-13	1: 0-16			