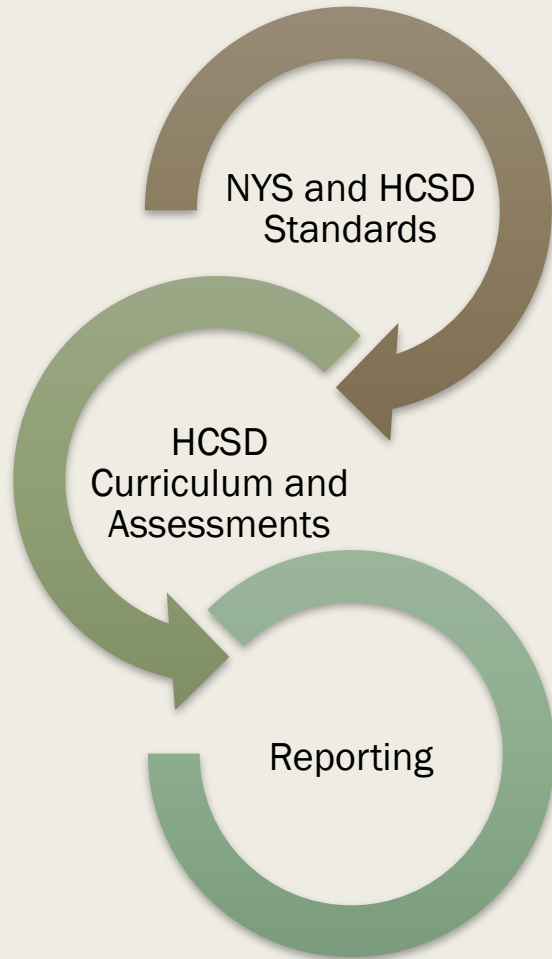


STANDARDS-BASED REPORT CARDS



Holley Elementary School

What is Standards-Based Grading?



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

Traditional Report Card



Pre-K	Kindergarten	Grades 1, 2	Grades 3, 4, 5	Grade 6
3- Proficient	M- Meets grade level expectations	O- Outstanding	A- 90-100	0-100%
		S+ Sometimes exceeds expectations		
2- Developing	P- Progressing toward expectations	S Consistently meets expectations	B- 80-89	
		S- Inconsistently meets expectations	C- 70-79	
1- Not Yet	NI- Needs Improvement	NI- Not meeting expectations	D- 65-69	
	N/A- Not Applicable	U- Significantly below expectations	F- 0-64	

The Shift

Demonstration of skill!

Collecting Points

NOT

- +30pts homework
- +10pts coming to class
- +40pts Exam
- +20pts Group Work
- +10pts Extra Credit



New Standards-Based Report Card

Reading Level	Q1	Q2	Q3	Q4
Current Fountas & Pinnell Reading Level				
English Language Arts - Reading Literacy	Q1	Q2	Q3	Q4
Effort	C			
Answers questions about a text	N/A			
Actively participates in group reading activities	N/A			
Expresses thoughts, feelings, and ideas clearly	N/A			
Listens to others and takes turns speaking about the topic	N/A			
Recognizes and names lower case letters				
Recognizes and names upper case letters				
Pronounces and identifies consonant letter sounds	N/A			
Pronounces and identifies short vowel sounds	N/A			
Recognizes rhyming words	N/A			
Produces rhyming words	N/A			
Tracks words left to right on a page	N/A			
Reads common Kindergarten sight words	N/A			
Isolates and pronounces sounds in three letter words (e.g. cvc - sit, cup)	N/A			
Substitutes sounds in one-syllable words to create new words (m-a-t to c-a-t)	N/A			



Academic Performance Levels

Academic Performance Level Descriptors

- 4** - Exceeding NYS and District Standards
- 3** - Meeting NYS and District Standards
- 2** - Working toward NYS and District Standards
- 1** - Not meeting NYS and District Standards
- N/A** - Not assessed at this time

100% \neq Level 4

Learner Behaviors / Effort



Effort and Learner Behavior Descriptors

A - Always Demonstrates

C - Consistently Demonstrates

I - Inconsistently Demonstrates

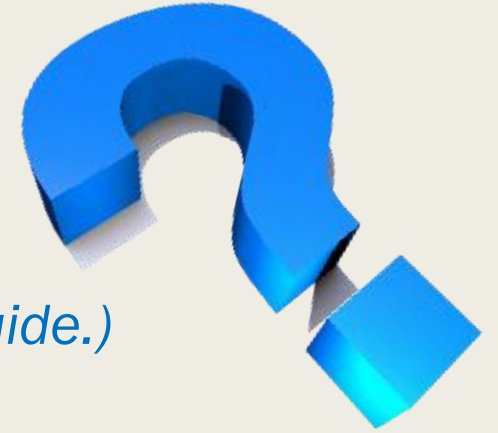
N - Not Yet Demonstrating

Fountas & Pinnell Reading Levels

Kindergarten	A, B, C, D
1 st Grade	D, E, F, G, H, I, J
2 nd Grade	J, K, L, M
3 rd Grade	M, N, O, P
4 th Grade	P, Q, R, S
5 th Grade	S, T, U, V
6 th Grade	V, W, X, Y



Frequently Asked Questions



(Answers can be found on page 5 of the Report Card Parent Guide.)

- Why a standards-based report card?
- How does this help communication with parents?
- Why are not all standards listed on the report card?
- Why are there no letter or percentage grades?
- Can a student perform at a level 3 and then move to a lower level the next marking period?
- Why are some areas on my child's report card not evaluated and why does the report card show N/A?

Report Card Parent Guide

Holley Elementary School

Report Card Parent Guide Grade 1



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.

2017-2018
Grade 1 Report Card
Holley Elementary
Principal: Ms. Karen D. Johnson
2005 South Main Street
Holley, NY 14470
607-658-6218 • 2108

Student: _____
Teacher: _____

Student Performance Level Descriptors
Exceeding NYS and District Standards
Meeting NYS and District Standards
Not meeting NYS and District Standards
NA - Not assessed at this time

Effort and Learner Behavior Descriptors
A - Always Demonstrates
C - Consistently Demonstrates
I - Intermittently Demonstrates
N - Not Yet Demonstrating

Reading Level
Current Reading Level: _____
English Language Arts - Reading, Literature and Information
1. Reads and answers questions about a text and supports an answer in reference with text details.
2. Describes 1-3 plot lines in fiction and explains how key details support it.
3. Summarizes portions of a text.
4. Describes character traits, motivation and feelings using text details.
5. Explains the relationship between a series of events in a text.
6. Uses context to determine the meaning of unknown words.
7. Identifies and explains how text features support comprehension.
8. Reads, listens and responds to digital content/media.
9. Considers the point of view of the reader and that of the author, narrator or characters.

English Language Arts - Writing and Language
1. Writes informative/explanatory text.
2. Organizes ideas.
3. Develops a topic.
4. Organizes ideas.
5. Organizes ideas.
6. Organizes ideas.
7. Organizes ideas.
8. Organizes ideas.
9. Organizes ideas.
10. Organizes ideas.
11. Organizes ideas.
12. Organizes ideas.
13. Organizes ideas.
14. Organizes ideas.
15. Organizes ideas.
16. Organizes ideas.
17. Organizes ideas.
18. Organizes ideas.
19. Organizes ideas.
20. Organizes ideas.

Math Literacy
1. Represents and solves problems using multiplication within 100 with fluency.
2. Represents and solves problems using division within 100 with fluency.
3. Understands the relationship between multiplication and division.
4. Uses place value to do multi-digit arithmetic by rounding numbers to the nearest 10 or 100.
5. Adds and subtracts within 1,000.
6. Understands that fractions are a part of a whole.

Current and expected reading levels are reported using a letter level from the Foundational & Progress Monitoring assessment.

MATH Grade 1

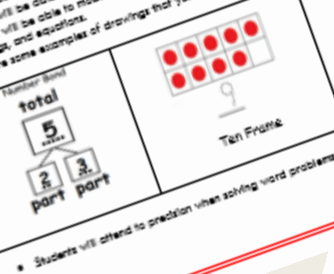
Listed below are the clusters emphasized in first grade:
CCSS Major Emphasis Clusters

- Operations and Algebraic Thinking**
- Represent and solve problems involving addition and subtraction.
 - Understand and apply properties of operations and the relationship between addition and subtraction.
 - Add and subtract within 20.
 - Work with addition and subtraction equations.
 - Extend the counting sequence.
 - Understand place value.
 - Use place value understanding and properties of operations to add and subtract.
 - Measure lengths indirectly and by iterating length units.
 - Measurement and Data
 - Measure lengths indirectly and by iterating length units.
 - Measure lengths indirectly and by iterating length units.

Below we have listed some of the Grade 1 content indicators that are most complex or wordy, and provided explanations and examples that help clarify their meaning.

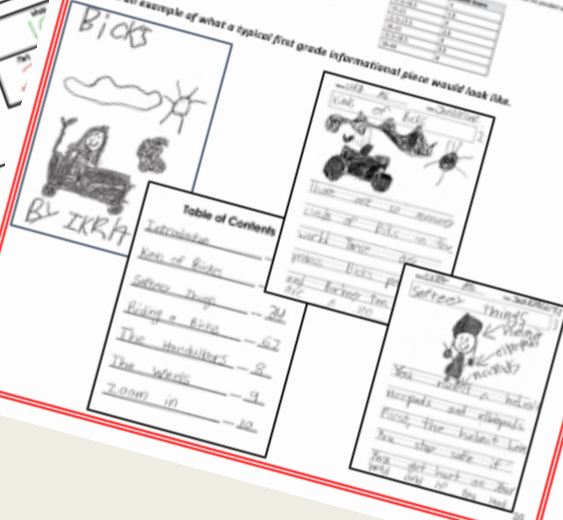
Standard: Represents and solves word problems involving addition and subtraction.
Teachers will be looking for evidence such as:

- Students will be able to make sense of problems and persevere in solving them.
- Students will be able to model with mathematics.
- Students will be able to draw a picture or use objects to represent the problem.
- Students will be able to use a number line to solve the problem.
- Students will be able to use a ten frame to solve the problem.
- Students will be able to use a hundred chart to solve the problem.
- Students will be able to use a number line to solve the problem.
- Students will be able to use a ten frame to solve the problem.
- Students will be able to use a hundred chart to solve the problem.



More is an example of what a typical first grade informational piece would look like.

Pre-Kindergarten 2 years	Kindergarten 3 years	Grade 1 4 years	Grade 2 5 years
Reading The student could read the letters and words of the words.	Reading The student could read the words.	Reading The student could read the words.	Reading The student could read the words.
Writing The student could write the letters and words.	Writing The student could write the words.	Writing The student could write the words.	Writing The student could write the words.
Speaking The student could speak the words.	Speaking The student could speak the words.	Speaking The student could speak the words.	Speaking The student could speak the words.
Listening The student could listen to the words.	Listening The student could listen to the words.	Listening The student could listen to the words.	Listening The student could listen to the words.



Parent Teacher Conferences

What should I ask?



- What are my child's strengths in math, reading, science, etc.?
- Is my child performing at grade level?
- Does my child participate in class activities and discussions?
- What kinds of questions should I ask my child on a daily basis about his/her learning?
- Are there learner behaviors that my child is working on developing?
- Any other questions you have about your child and the learning process.

Questions?



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