

CLARENCE CENTRAL SCHOOLS

K-5 Report Cards

An Introduction to the Standards Based
New Elementary Report Card

2015

Kindergarten-Fifth Grade Report Cards

When the 2015-16 school year begins, the Clarence Central School District will implement a new K-5 Standards – based report card. The new report card is aligned to the Common Core Learning Standards (2010) and will be used to communicate to parents and guardians the progress their child is making toward meeting these standards. Students will receive a report card three times a year from their classroom teacher. Special area teachers will report twice a year. The identified standard achievement scores are aligned to the New York State Proficiency scale.

Level	Report Card Designation	What does this mean?
4	Exceeding New York State and District Standards	On their own, the student consistently completes content above the standard expectation for this grade level.
3	Meeting New York State and District Standards	On their own, the student consistently meets the grade level standard.
2	Working toward New York State and District Standards	The student is not meeting the standard but can complete simpler content on their own.
1	Not Meeting New York State and District Standards	With help, partial success occurs in the core subject area.
X	Not Assessed during this reporting period	

At the K-5 level, the students are evaluated on current progress in each standard. Teachers analyze a student’s progress over the course of the reporting period. It is important to note that they are reviewing results of assessments and student work throughout the reporting period to determine next steps for instruction. Their analysis focuses on pieces of student evidence. This process requires that a teacher collect samples of student work and analyze them in comparison to the proficiency scale.

The following pages provide information about the report card itself. A fourth grade report card is used as an example. However, remaining grade levels are similarly written.

Thank you for familiarizing yourself to the new report card. Should you have any questions, please contact the child’s teacher, building principal, or the Curriculum Office.

Clarence Central School District

Dr. Geoffrey Hicks
Superintendent of Schools

Attendance will be reported to the date of printing.

Grade 4 Student Report Card 2015-16 School Year

Harris Hill Elementary School
Susan H. Corrie, Principal
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Williamsville, New York 14221
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Student _____

Grade _____

Teacher _____

Reporting Period	1	2	3
Days Absent			
Days Late			
Total Days			

Evaluation Key

M	Meeting Expectations
P	Progressing toward Expectations
N	Needs Improvement
X	Not assessed at this time

knowledge, or skill, based on standards presented during the grade period.

This key will be used for work habits/social development, effort and each standard indicator.

We believe the purpose of grading is to communicate individual academic progress and social development to students, parents, and teachers. It will also serve as a means to guide improvement. A student's progress is measured using the Common Core Learning Standards and the Clarence Central School District's curriculum and expectations. This report card will reflect the extent to which a student achieves a specific level of

Reporting Period			Work Habits and Social Development
1	2	3	
			Works independently
			Works cooperatively
			Works neatly and carefully
			Organizes and is responsible for own materials and belongings
			Follows directions
			Listens attentively
			Uses time effectively
			Obeys school and classroom rules
			Is respectful and courteous to others
			Demonstrates a positive attitude towards learning
			Accepts responsibility for own actions
			Exercises self-control
			Completes and returns homework
			Self-advocates effectively

Level of Achievement Based on the Standards	
Level 4: Distinguished	Student has consistently excelled in demonstrating mastery of grade level expectations and standards.
Level 3: Proficient	Student has mastered the majority of grade level expectations/standards and performed satisfactorily.
Level 2: Partial	Student has mastered some grade level expectations/standards and is working toward grade level competency and proficiency.
Level 1: Minimal	Student has not yet demonstrated mastery of grade level expectations/standards and needs support and reinforcement to achieve proficiency.

Key for students' level of achievement/performance in core subject areas

Trimester			Mathematics
1	2	3	
			Level of Mathematics Achievement
			Effort
Mathematical Reasoning			
			Applies strategies and clearly communicates mathematical thinking
			Computes accurately
			Solves multi-step word problems
Operations and Algebraic Thinking			
			Knows addition/subtraction facts fluently
			Knows multiplication facts fluently
			Knows division facts fluently
			Writes and interprets numerical and algebraic expressions
Number Sense and Operations In Base Ten			
			Uses place value to understand and compare whole numbers to millionths and hundredths
			Performs operations with multi-digit whole numbers and with decimals
Number Sense and Operations-Fraction			
			Uses equivalent fractions to solve problems
			Simplifies fractions
Measurement and Data			
			Understands concepts of measurement as it relates to time, volume, mass, distance and angles
			Converts units within a given measurement system
			Represents and interprets data
Geometry			
			Classifies two dimensional figures based on properties
			Draws and identifies lines and angles

Standards based report card: specific feedback will be given about your child's progress at that grade level. An "X" indicates students have not been assessed on that standard indicator at that reporting time.

Three reporting periods: December, March, and June

Trimester			English Language Arts – Reading
1	2	3	
			Level of Reading Achievement
			Effort
Literature			
			Explains what text says using details and examples
			Draws inferences from text using details and examples
			Identifies key ideas and elements of a genre
			Summarizes text to determine theme
Informational Text			
			Summarizes text by recounting key details and determines main idea
Foundational Skills			
			Reads accurately and fluently to support comprehension
			Answers questions using evidence from the text
			Determines the meaning of words and phrases as used in context
			Produces well developed written responses to text
			Self-selects and independently reads grade level text

Trimester			English Language Arts - Writing
1	2	3	
			Level of Writing Achievement
			Effort
Text Type and Purpose			
			Writes to communicate ideas and information effectively
Process and Production			
			Utilizes appropriate strategies and/or sources to generate ideas
			Produces writing in which the development and organization are appropriate to the task
			Strengthens writing by planning, revising and editing
			Demonstrates grade level writing volume and stamina
Research to Build and Present Knowledge			
			Completes short research project that builds knowledge of a topic
			Takes brief notes when gathering information
			Uses information from two texts to write about a subject
Language			
			Uses grade level appropriate grammar, punctuation and capitalization
			Acquires and uses grade-level appropriate vocabulary
			Applies correct spelling of grade-level words in written work

Trimester			English Language Arts – Listening and Speaking
1	2	3	
			Participates in whole group, small group and partner discussions effectively
			Recounts and communicates information with appropriate facts and relevant details
			Speaks clearly with appropriate pace, volume, and expression

Trimester			Science and Health
1	2	3	
			Level of Science and Health Achievement
			Effort
			Demonstrates an understanding of concepts in written form
			Contributes and participates in hands-on activities
			Understands, utilizes, and applies content vocabulary

Trimester			Social Studies
1	2	3	
			Level of Social Studies Achievement
			Effort
			Demonstrates an understanding of concepts in written form
			Uses and interprets information from graphs, texts, maps and charts
			Understands, utilizes, and applies content vocabulary

Teacher Comments

Reporting Period 1	
Reporting Period 2	
Reporting Period 3	

Both teachers and parents will have an opportunity to comment each marking period. Teachers will use report cards. Parents will use traditional yellow sheets.