

# Plainview-Old Bethpage CSD

## Report Card Q & A



### **Q: What is the purpose of a Standards-based Report Card?**

A: The Standards-based Report Card is Designed to do the Following:

1. Report student progress in attaining the learning standards, i.e., the skills and knowledge that are essential for students to learn.
2. Provide a basis for the communication between parents and teachers to support student learning.
3. Serve as the vehicle to engage students more completely in learning and support their development as self-directed learners.

### **Q: How will students be marked?**

A: The report card is divided into subject areas as well as learning and social behaviors. In the report, you will find more specific examples of what your child is expected to know, understand, and be able to do.

The report card uses a scale of 1 - 4 to indicate progress on the grade level standards for each trimester.

### **Performance Levels:**

<u>4= Exceeding Standards</u>	<u>3= Meeting Standards</u>	<u>2= Approaching Standards</u>	<u>1= Below Standards</u>
Demonstrates superior understandings	Demonstrates and applies knowledge and understanding of learned concepts and skills	Demonstrates partial understandings	Demonstrates minimal understandings
Exceeds requirements for grade-level work	Meets requirements for grade-level work	Beginning to meet requirements for grade-level work	Seldom meets requirements for grade-level work
Consistently applies and extends learned concepts and skills independently	Completes work accurately and independently	Requires some extra time, instruction, assistance and/or practice	Requires an extended amount of time, instruction, assistance and/or practice

**Q: Is it possible for my child to get a “4” on the report card?**

- A. A child may receive a “4” when he or she demonstrates a higher level of understanding and application of the standard. The goal is for all children to demonstrate proficiency, “3”, but teachers will be able to offer students opportunities to demonstrate a higher level of their application of the standards that could result in a “4”.

In general, if students are completing work at grade level standards, they would earn a “3”. For instance, achieving 100% on spelling tests of grade level words would be a “3” (Meeting Standards). If the students can consistently apply correct spelling across their written work and/or if the teacher has challenge or bonus words that the student is consistently successful on, the student may receive a “4.”

**Q: What does a (-) or a (+) indicate?**

- A. A (-) in a subheading indicates an area that falls below the overall performance level noted. A (+) in a subheading indicates an area that exceeds the indicated performance level. For instance, if your child receives a “3” in writing with a (-) in “note taking”, this would indicate that he or she still needs more work to meet the standard in note-taking skill.

**Q: Why isn’t there a mark in every box?**

- A. A blank box in a bulleted sub-heading indicates that the child is performing within the performance noted.

**Q: Can my child’s performance level go down from quarter to quarter once a “3” in an area has been earned?**

- A. Yes. Due to changing content each quarter, it is possible that your child’s grade may fluctuate (go from a “3” to a “2” for instance) to reflect his or her mastery of the content covered that trimester.

**Q: If a “2” means my child is progressing toward the standard, but has not yet mastered it, should I be concerned?**

A. No; however, if your child receives a “2” he/she will need more assistance in achieving this standard. It is our goal to help each student meet grade level standards. Teachers, students, and parents will need to work together to achieve this goal.

**Q: How can I help my child achieve the grade level standards as indicated on the report card?**

A.

- Know what the standards are and what your child is expected to do.
- Know what kind of homework is expected of your child and develop a routine for homework completion.
- Show interest in your child’s school activities. Listen, converse, plan and celebrate with your child.
- Encourage independence and responsibility with all schoolwork.
- Encourage activities that involve problem solving. Let your child participate in finding solutions to problems by asking for suggestions and comments.
- Practice math facts. This can be achieved through games such as cards or dice. Building your child’s fluency and automaticity in this area is essential as higher level skills are introduced.
- Make reading a natural part of your child’s daily routine. Read to your child and have your child read to you on a daily basis. Discuss the books you’ve read as well as those shared in school. Have books, magazines, and newspapers in the home and make frequent trips to the library.
- Discuss current events. Allow your child to express opinions about what’s happening in the community and the world.
- Expose your child to new cultural, environmental, and social experiences that support and stimulate learning.

**Q: Does a “4” on the report card equate to the same “4” on the New York State ELA and New York State Math assessments?**

A. Not exactly. Even though many of our assessments include several months of curriculum, state assessments include curriculum from prior years. State assessments are typically lengthier and require more stamina and endurance than unit, chapter or local cumulative assessments.