



HARTFORD

CENTRAL SCHOOL DISTRICT

Elementary Report Card Guide

A comprehensive review of the standards-based reporting system
and frequently asked questions



HOME OF THE TANAGERS

Elementary Report Card Guide

Dear Parents and Guardians,

In an effort of continuous improvement, the Hartford Central School District revised how students are graded and reported as of the 2017-2018 school year. Our new elementary report cards will be standards-based which is in alignment in meeting the rigorous standards set forth by New York State, and adopted by our District. Standards-based reporting will also offer consistency as students advance through each grade level. The standards-based report card will provide parents and guardians with information on how their child(ren) is performing based on the standards, in addition to work habits, effort, and behavior. In addition to implementing new standards-aligned

report cards, we will also be moving to three 13-week marking periods, instead of four marking periods. This will give teachers a longer period of time to assess how each student performs. The trimesters end on December 6, 2017; March 14, 2018; and June 20, 2018.

This guide is to provide key information on interpreting the new report card format, and address questions parents and guardians may have. Teachers will review the new report cards during parent-teacher conferences in November and December.

*Bethellen Mannix
Elementary Principal/Special Education Chairperson*

The New Report Card

Our new report card is aligned to the Common Core State Standards and reflects updates in our curriculum and instruction. Parents will find:



Category titles and descriptors reflecting the New York State and/or Common Core Learning Standards.



Tanager Pride learning behaviors reflecting the social skills and work habits necessary for successful learning.



Consistent grading keys reflecting student progress toward New York State and District standards (4-1 scale).



Report cards issued three times per year instead of four.

There are four essential components of the standards-aligned system:

The learning standards as outlined by the New York State Department and District Standards that describe what a student should know and be able to demonstrate at an identified point in time

1

NYS and District Standards

2

Hartford CSD Curriculum and Instruction

The assessments that a teacher uses to measure learning and the extent to which a student has met each standard (Standards are consistent across district and grade levels)

3

Assessments

The standards-aligned curriculum that a teacher uses to ensure that classroom instruction targets those standards

4

Reporting

The communication tool that allows a teacher to report

Report Card Academic Key

Achievement marks will be reported on a 4-point scale. A grade of "4" indicates a high level of achievement, indicating a student has a strong understanding of all the concepts and skills taught for that specific standard during the quarter with little to no errors. Content areas in which students were not instructed will be marked with an N/A, which indicates the standard was not assessed at that particular reporting time. Below is a detailed explanation of each of the academic performance indicators.



CONSISTENTLY
demonstrates
concepts and skills
of standard taught
during this trimester.

- Frequency of behavior: nearly all of the time
- Requires no support when demonstrating understanding of concepts and skills
- Demonstrates a thorough understanding of content taught
- Makes no major errors or omissions when demonstrating concepts or processes



USUALLY
demonstrates
concepts and skills
of standard taught
during this trimester.

- Frequency of behavior: most of the time
- Requires limited support when demonstrating understanding of concepts and skills
- Demonstrates a general understanding of content taught
- Makes few major errors or omissions when demonstrating concepts or processes



SOMETIMES
demonstrates
concepts and skills
of standard taught
during this trimester.

- Frequency of behavior: some of the time
- Requires moderate support when demonstrating understanding of concepts and skills
- Demonstrates a partial understanding of content taught
- Makes some major errors or omissions when demonstrating concepts or processes



SELDOM
demonstrates
concepts and skills
of standard taught
during this trimester.

- Frequency of behavior: seldom
- Requires considerable support when demonstrating understanding of concepts and skills
- Demonstrates a limited understanding of content taught
- Makes frequent major errors or omissions when demonstrating concepts or processes

Elementary Report Card Guide

Here is a sample of what the new report cards will look like:



**2017-2018
Report Card
Floyd Harwood Elementary**

Student: _____

Teacher: _____

Achievement Key:

- 4 - Consistently demonstrates standard
- 3 - Usually demonstrates standard
- 2 - Sometimes demonstrates standard
- 1 - Seldomly demonstrates standard
- N - Not assessed at this time

Tanager Pride Learning Behaviors Scale

- 3 - Consistently demonstrates grade level expectations
- 2 - Usually demonstrates grade level expectations
- 1 - Needs improvement demonstrating grade level expectations

| English Language Arts | | T1 | T2 | T3 |
|---|--|-----------|-----------|-----------|
| Reading | | | | |
| Reads text appropriate for First Grade | | | | |
| Associates letters with sounds | | | | |
| Recognizes sight words | | | | |
| Uses decoding strategies | | | | |
| Self-corrects when reading | | | | |
| Demonstrates understanding | | | | |
| Reads with fluency and expression | | | | |
| Writing | | | | |
| Generates ideas for writing | | | | |
| Writes in complete sentences | | | | |
| Rereads and self-corrects | | | | |
| Penmanship | | | | |
| Recognizes and applies features of a sentence | | | | |
| Uses appropriate grammar | | | | |
| Uses inventive spelling effectively | | | | |
| Applies learned spelling patterns in writing | | | | |
| Listening & Speaking | | | | |
| Uses appropriate listening strategies | | | | |
| Uses appropriate speaking strategies | | | | |
| Mathematics | | T1 | T2 | T3 |
| Count to 120 | | | | |
| Add and subtract within 20 | | | | |
| Represent and solve addition and subtraction problems | | | | |
| Understand and use place value | | | | |
| Reason with shapes and their attributes | | | | |
| Use fractions | | | | |
| Tell and write money | | | | |
| Tell and write time | | | | |
| Measure lengths | | | | |
| Science | | T1 | T2 | T3 |
| Actively participates | | | | |
| Effort | | | | |
| Social Studies | | T1 | T2 | T3 |
| Actively participates | | | | |
| Effort | | | | |
| Physical Education | | T1 | T2 | T3 |
| Demonstrates fitness skills and understands physical education concepts | | | | |
| Demonstrates sportsmanship and cooperation | | | | |
| Effort | | | | |

Elementary Report Card Guide

Sample of new report card continued.....

| Art | T1 | T2 | T3 |
|--|-----------|-----------|-----------|
| Student is able to create their own works of art based on instruction, individual, and collective experience. | | | |
| Student is able to use a variety of art materials and techniques, showing and understanding of the Elements of Art and Principles of Design | | | |
| Student is able to use art related vocabulary to express the characteristics of a work of art | | | |
| Student works with respect for materials, peers, and the learning environment | | | |
| Music | T1 | T2 | T3 |
| Creates, participates in, and responds to music. | | | |
| Uses musical materials and resources properly | | | |
| Effort | | | |
| Library/ Media Skills | T1 | T2 | T3 |
| Uses library materials and resources properly | | | |
| Demonstrates comprehension and application of grade appropriate technology skills | | | |
| Tanager Pride Learning Behaviors | T1 | T2 | T3 |
| Be Respectful: Follows directions, Is polite, Listens to others, Demonstrates self-control, and Works cooperatively with others | | | |
| Be Responsible: Completes classwork on time, Completes and returns homework, Works independently, and Accepts responsibility for own behaviors | | | |
| Be Ready to Learn: Participates in discussions, Is organized and prepared, Demonstrates active listening, and Strives for personal best | | | |

COMMENTS:

Trimester 1

Comments by:

Trimester 2

Comments by:

Trimester 3

Comments by:

| ATTENDANCE | T1 | T2 | T3 |
|-------------------|-----------|-----------|-----------|
| Days Absent | 0 | | |
| Days Tardy | 0 | | |

Q&A

Elementary Standards-Based Report Cards



Why convert to a standards-aligned report card?

Standards-aligned report cards provide:

- In-depth assessments of student knowledge
- Consistent evaluations throughout the year
- Individualized instruction information
- Consistent evaluations between students

How do I know where my child stands in relationship to the rest of the class?

Standards-aligned report cards are designed to demonstrate how each student is progressing toward the New York state learning standards, not how the student is performing relative to other students. If we consider each standard as a continuum, the report card indicates progress toward the standard. Communicating a student's progress relative to state learning standards is instructionally sound and beneficial to students and parents.

How do standards-aligned report card help parents?

Standards-aligned report cards enable parents to receive accurate information based on cumulative student progress throughout the trimester.

Can a student perform at a level 3 and then move to a lower performance level the next trimester?

The expectations change from one trimester to the next as students move toward the end of grade-level expectations.

In addition they:

- Promote more detailed and meaningful conversations at parent/teacher conferences
- Allow for careful and precise monitoring of student achievement
- Reflect grade-level standards and expectations so parents gain a deeper understanding of student progress

This means:

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

Q&A

Elementary Standards-Based Report Cards



Why use the 4, 3, 2, 1 grading system?

A standards-aligned report card's performance rating approach (4, 3, 2, 1) provides information about student achievement without the need for traditional grades.

Traditional grading systems:

- Follow a teacher's individual assessments and expectations
- Do not demonstrate a student's performance toward state and district expectations
- Do not align with other NYS reporting procedures (e.g., NYS Testing Program).

The standards-aligned report card actually provides more specific information by breaking each subject into multiple standards, which identify specific skills. By using a standards-aligned report card, parents and students can easily see the students specific strengths and areas of focus. A standard-aligned approach ensures that the Common Core State Standards are implemented and assessed with consistency.

Why are only district-prioritized state learning standards listed on the report card?

Teams of teachers and administrators reviewed the New York state learning standards and district standards for each grade level. They then chose the descriptors considered the most significant for student learning in each grade level.



Report Card Distribution Schedule 2017-2018 School Year

December 8, 2017
(at parent-teacher conferences)

March 16, 2018

June 22, 2018

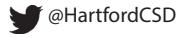
The standards-aligned report card places an emphasis on skills, not scores. The goal is for every student to be successful in every standard. The standards provide a clearer picture of where students are on the continuum towards the year-end goal.

HARTFORD

CENTRAL SCHOOL DISTRICT

4704 State Route 149, Hartford, NY 12838

518-632-5222 • www.hartfordcsd.org



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