

Parent Guide to the Elementary Report Card

The Cherry Valley-Springfield Central School District is committed to ensuring our students achieve academic success at all levels. This parent guide was created to help you interpret your child’s report card and offers suggestions for ways you can support learning in your home.

What is the Common Core?

The New York State P-12 Common Core Learning Standards (CCLS) are internationally-benchmarked and evidence-based standards. These standards serve as a consistent set of expectations for what students should learn and be able to do, so that we can ensure that every student across New York State is on track for college and career readiness. The New York State Education Department (NYSED) will continue to develop educator resources to support the successful implementation of the CCLS in classrooms across New York State over the next several years.

Where can I find additional information about the Common Core?

www.engageny.org

www.corestandards.org

www.pta.org/common_core_state_standards.asp

What does a mark of 1, 2, 3 or 4 mean on the report card?

A mark of “4” indicates that a student’s progress expands on the standards beyond grade level expectations because he/she has demonstrated mastery in terms of knowledge and/or skills.

A mark of “3” indicates that a student’s progress with knowledge and/or skills meets standards and/or grade level expectations because success is independent and the student requires little to no adult support to demonstrate proficiency. A level of “3” indicates strong or excellent work.

A mark of “2” indicates that a student’s progression toward meeting the standards and/or grade level expectations is in the expected range, but requires the support and assistance of educators to show success. A level of “2” indicates that a student is nearing the expected performance standard.

A mark of “1” indicates that a student’s progress toward with knowledge and/or skills is below the expectation. The student requires maximum support from educators and has difficulty meeting the standards for the grade level.

What is assessment?

Assessments provide an opportunity for students to show their learning accomplishments in addition to offering students a pathway to monitor their progress, celebrate successes, examine mistakes, uncover misconceptions, and engage in self-reflection and analysis.

Two Types of Assessments

Summative Assessment takes place at the end of a large chunk of learning, with the results being primarily for the teacher's or school's use. These tasks are specifically designed based on the standards addressed in order to gauge students' full range of understanding of the unit as a whole. Results may take time to be returned to the student/parent, as well as feedback. Students/parents can use the results of Summative Assessments to see where the student's performance lies compared to the NYS Common Core Standards. Teachers/schools can use these assessments to identify strengths and weaknesses of curriculum and instruction, with improvements affecting the next year's students.

Summative Assessment Examples: Test (module assessments), quiz, essay, report, presentation, participation, and research projects.

Formative Assessment occurs in the short term, as learners are in the process of making meaning of new content and of integrating it into what they already know. Feedback to the learner is immediate (or nearly so), to enable the learner to change his/her behavior and understandings right away. Formative Assessment also enables the teacher to "turn on a dime" and rethink instructional strategies, activities, and content based on student understanding and performance. Formative Assessment can be "informal" such as observing the learner's work, or it can be "formal" when giving a written test.

Formative Assessment Examples: Observations, conference notes, interactive class discussion, exit slips, problem sets, written classwork, tests and homework.

TIPS for discussing assessments at home:

When your child brings home a summative assessment (test/quiz) it is important to discuss the outcomes. We encourage you to ask questions about the material that was incorrect and also to celebrate the material that was done well. It is also important to stay connected to the teacher and to know what is expected of your child.

What is Math Fluency?

Wherever the word fluently appears in a content standard, the word means quickly and accurately. It means more or less the same as when someone is said to be fluent in a foreign language. To be fluent is to flow: Fluent isn't halting, stumbling, or reversing oneself.

For Example: To know facts from memory automatically.

By the end of second grade, students should know from memory all sums of two, one-digit numbers

For Example: $3 + 5 = 8$

The student can automatically say 8 without counting up from 3 or using fingers, etc.

Ways to help with Math Fluency at home:

Use flash cards with your child at home, play games based around the math facts that require students to use mental math like the card game War, timed practice sheets, create songs for your child with the basic facts, and use facts in daily life (adding grocery store items together, telling time, and figuring out portions of food to share).

What is Critical Thinking?

Critical thinking includes the ability to construct opinions, defend and justify different points of view and critically examine information and make judgments. Strategies used to teach critical thinking within the Social Studies curriculum include decision-making, questioning, cooperative learning, list-making, graphic organizers, creating analogies and models. These strategies help develop critical thinking skills that are appropriate and challenging for all students at each grade level.

The goal of the STEAM program is to foster the use of the **inquiry process**. The application of this process allows students to investigate important issues in the world around them. Some of the **process skills** are identifying a problem, classifying information, communicating ideas through oral and written language, comparing and contrasting, gathering, organizing and interpreting data. Students incorporate skills from all other curriculum domains such as Mathematics and Technology to solve complex, real-world problems.