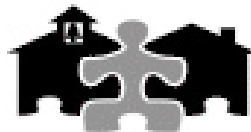
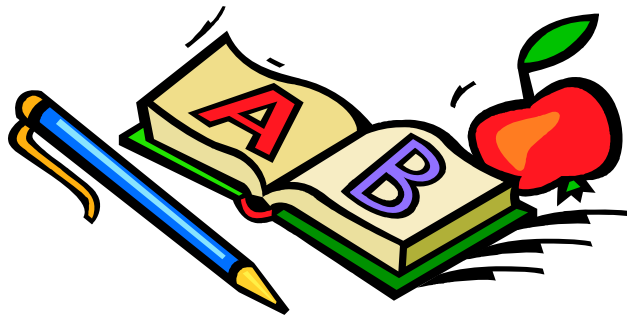


**SOUTH ORANGETOWN
CENTRAL SCHOOL DISTRICT**

Parent Guide for:

**Report Card and
Parent Conferences**

2011-2012



together we can

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**“Learning is a treasure that will
follow its owner everywhere.”**

~ Chinese Proverb

I. Why do we have report cards?

- The report card is one way to keep parents generally informed about achievement, growth, and character development.
- The report card is also another way of reporting information to students about their progress in the learning process. While students receive daily feedback from teachers, the report card serves to summarize a student's performance at key intervals during the school year.
- Report cards should emphasize achievement of learning standards as well as growth and effort. They should include a way for teachers to provide a general and succinct narrative about these areas.
- The report card is one tool that enables the school to provide succinct benchmark and summative information about the following:
 1. STUDENT ACHIEVEMENT in relation to established standards
 2. STUDENT GROWTH as measured by one's own progress
 3. STUDENT EFFORT as measured by teacher observations.

II. When will we receive report cards?

- Report cards are sent home three times a year: December, March, and June.

III. What is the purpose of the report card narrative?

The narrative will clarify specific strengths and weaknesses as they relate to the learning process. It will allow the teacher to extend the description beyond the limits of the indicators. (e.g. the child's reading comprehension is stronger with fiction than with expository texts).

IV. What is the purpose of rubrics?

Rubrics

Teachers at each grade level have been creating Report Card rubrics based on the Common Core State Standards for each content area. (http://www.p12nysed.gov/ciai/common_core_standards/) . During the 2010-11 school year we finalized the Writing and Math Rubrics. They are found at the end of this document. During the 2011-12 school year we will be finalizing the Reading, Social Studies and Science Rubrics.

Teachers use multiple sources of data to grade each student's progress on the rubric. This would include: Class work, project work, conference notes, quizzes, tests, homework, student work, etc. All of this information is considered when completing the rubric. Our hope is that by reviewing the rubrics you will have a clearer understanding of the report card grade.

V. What does a plus(+) next to a grade mean?

Students sometimes have met all of the expectations under one rating category or the rubric (i.e.2) and they also may have met some, but not all, of the expectations under the next rating level (i.e.3). That student may receive a grade of 2+ to reflect this.

VI. What does it mean if my child's report card grade stays the same from one reporting period to the next?

The grade level expectations increase across the year, therefore a student may be making progress but still have the same grade from one trimester to the next. As you review the rubrics you will see how the specific expectations change across the year.

VII. Why do we have parent-teacher conferences?

The parent-teacher conference is a way to provide parents with detailed information about achievement, growth, effort, and character development.

The report card cannot be so comprehensive that it includes all information about a student's achievement, growth, effort, and social-emotional development. Formal parent-teacher conferences should be used to convey such detailed information and to provide examples of student work.

A. Conferences may include the following:

- Evidence of student strengths
- Evidence of student areas in need of improvement
- Samples of student work in the assessed and graded areas (e.g., student selected pieces)
- The reading continuum folder
- A portfolio of student writing
- Learning logs in which students reflect on how they learn
- Examples of materials—texts, assignments, or other instructional materials
- Suggestions for parents to assist their children
- Information about developmental progress of students at a particular level
- Sharing of curriculum/learning standards/performance indicators/expectations/goals

When necessary, additional conference, phone calls, or e-mails can be scheduled by teachers and/or parents.

B. Before the conference

- Look over your child's report card so you will be familiar with it.
- Jot down any questions or concerns.
- Jot down any information about your child that might be helpful to the teacher.
- Talk to your child before the conference to find out about his or her perceived areas of strength or challenge.
- Ask your child if there are any specific questions he/she would like you to ask.

C. During the Conference

- If you have overall questions or are unfamiliar with the report card, ask for a short explanation of how it works.
- Don't hesitate to ask for clarification if the teacher uses terms you don't understand:
 - What do you mean when you say...?
 - What does that term mean...?
 - How did you determine...?
- Ask the teacher for specific suggestions about how you can support your child's progress at home.

D. After the conference

- Discuss the report card with your child. Focus first on your child's strengths and then highlight 1-2 areas for growth.
- The conference should not be the only conversation you have with your child's teacher about their progress. Stay in touch throughout the year via notes, email, phone calls, etc initiated either by the teacher or parents.

Remember, a strong parent-teacher partnership will benefit your child.

VIII. How will teachers assess ACADEMIC ACHIEVEMENT?

A. Academic Achievement and Effort

The academic areas of reading, writing, mathematics, science and social studies will be assessed for effort and growth using the letter ratings described previously and also using a four point standard to determine a student's progress in demonstrating proficiency in content and skills:

GRADES K-5

- 4—Exceeds grade level standards
- 3—Meets grade level standard
- 2—Approaches grade level standards
- 1—Does not meet grade level standards
- N/A: Not assessed at this time

B. How do we refine the levels of performance?

4—Exceeds grade level standards

- *Consistently and independently produces quality work*
- *Understands, communicates, and extends key concepts of the standard with clarity and depth*
- ***Independently** produces work that is accurate, complete and thorough*

3—Meets grade level standards

- *Produces quality work*
- *Adequately understands, communicates, and consistently applies key concepts of the standard*
- *Produces work that is generally accurate, complete and with limited errors*

2—Approaches grade level standards

- *Requires ongoing teacher support and direction to complete class assignments*
- *Beginning to understand, communicate, and occasionally apply key concepts of the standard*
- *Produces work that is inconsistent and has some inaccuracies*

1—Not yet meeting grade level standards

- *Not able to produce required grade level work*
- *Does not understand, communicate, or apply key concepts of the standard*
- *Produces work that is generally inaccurate and often incomplete*

IX. How is progress reported in special areas such as: Art, Music, and Physical Education?

Special area report cards are also standards based and are distributed three times a year.

X. Response to Intervention (RTI)

Reading and/or Math Progress Reports will be distributed where applicable periodically throughout the year.

XI. IEP Progress Reports

Students who have an Individualized Education Plan (IEP) will receive progress reports based on this plan throughout the year.

XII. Behaviors that Support Learning

Teachers will be evaluating your child's progress in these areas that support learning using the same levels of performance (1-4).