

MILLER PLACE UFSD ELEMENTARY REPORT CARDS



The Miller Place School District is appreciative of the continued community support in educating the Miller Place and Sound Beach Communities. We are thankful to the teacher and administrative representatives who contributed to the realignment of our elementary report cards. Contained within this guide you will find information regarding the report card that will relay clear and complete standards-based information regarding your child's academic progress.

MILLER PLACE UNION FREE SCHOOL DISTRICT ELEMENTARY REPORT CARDS

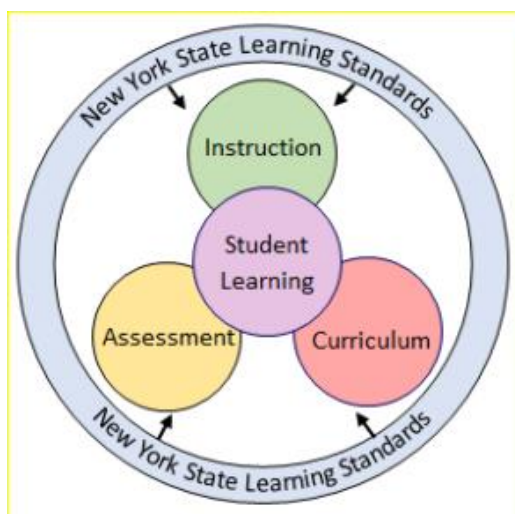
The elementary reports cards are aligned to New York State Learning Standards and are reflective of the District's curriculum and instruction.

Standards-based Report Cards include:

1. Trimester grade reporting (Fall, Winter, and Spring)
2. Standards category titles, strands, and descriptions
3. Grading keys indicating student progress (1-4) toward standards
4. Life Long Learning Habits indicating skills necessary for learning (**O**utstanding, **S**atisfactory, **P**rogressing, and **N**eeds Improvement)
5. Effort grades for "encore" subject areas in grades K-2
6. Effort and trimester grades for "encore" subject areas in grades 3-5
7. Trimester [numerical] averages in grade 3 (Math) and grades 4 and 5 Core subject areas

Standards-based Reporting:

1. Standards indicate what a student is expected to know and be able to do at a certain point in time
2. Curriculum is aligned to the New York State grade level standards
3. Teacher assessments measure the extent to which students have met the standards
4. Serves as a means of communication regarding student progress toward meeting grade level standards and expectations



SAMPLE AMPS REPORT CARD

The (1-4) indicators report student achievement in the NYS and District grade level standards

New York State Standards	Effort
4 - Exceeds grade level expectations	O - Outstanding
3 - Meets grade level expectations	S - Satisfactory
2 - Approaching grade level expectations	P - Progressing
1 - Not meeting grade level expectations	N - Needs Improvement
NA - Not assessed at this time	

The Effort indicators (O, S, P, N) reflective student effort within each subject area

English Language Arts - Reading			
Language and Literacy Effort	1	2	3
Understands concepts of print (left to right, spacing, top to bottom)			
Identifies upper case letters taught to date			
Identifies lower case letter taught to date			
Identifies letter sounds taught to date			
Rhymes			
Decodes simple consonant-vowel-consonant (CVC) words			
Reads sight words			
Reads emergent-reader texts with purpose and understanding			
Uses strategies to identify key elements in a story			
Written and Oral Language			
	1	2	3
Uses a combination of drawing, dictating, and writing to compose narrative, opinion and informative/explanatory pieces			
Uses appropriate punctuation and spacing when writing			
Writes simple consonant-vowel-consonant (CVC) words			
Uses phonetic spelling in daily writing			
Participates in collaborative discussions, asking and answering questions relevant to the topic, text and related feelings			
Handwriting			
Handwriting Effort	1	2	3
Mathematical Reasoning			
Mathematics Effort	1	2	3
Clearly communicates mathematical thinking			
Demonstrates understanding with manipulatives			
Counting and Cardinality			
	1	2	3
Number and recognition taught to date			
Counts to 100 by ones			
Count to 100 by tens			
Writes numbers from 0-20			
Represents and counts a number of objects with a written numeral 0-20			
Compares sets of objects to tell more/less/equal			
Operations and Algebraic Thinking			
	1	2	3
Uses objects/drawings to model/solve related addition problems to 10			
Uses objects/drawings to model/solve related subtraction problems to 10			
Numbers and Operations in Base 10			
	1	2	3
Works with numbers 1-10 to demonstrate place value			

Trimester grade reporting for Fall, Winter, and Spring

Student achievement is reported according to descriptors within each grade level standard "strand"

SAMPLE AMPS REPORT CARD

Numbers and Operations in Base 10 cont'd			
Works with numbers 11-19 to demonstrate place value	1	2	3
Measurement and Data			
Classifies objects by their attributes	1	2	3
Compares and describes the difference between two sets of objects			
Geometry			
Identifies and describes 2D and 3D shapes	1	2	3
Compares and creates shapes			
Social Studies			
Social Studies effort	1	2	3
Demonstrates understanding of Social Studies principles			
Science/Health			
Science/Health Effort	1	2	3
Demonstrates an understanding of Science/Health related principles			
Art			
Participation	1	2	3
Music			
Participation	1	2	3
Physical Education			
Participation	1	2	3
	3		
Life Long Learning Habits			
Listens attentively	1	2	3
Follows oral directions			
Follows written directions			
Exercises self-control and follows classroom rules			
Works, shares, interacts with others respectfully and cooperatively			
Approaches challenges using a variety of strategies			
Works independently			
Asks for help when needed to complete assignments			
Uses work time effectively			
Demonstrates organizational skills			
Shows responsibility for personal and classroom materials			
Makes appropriate transitions from one activity to another			
Receptive to suggestions for improvement			
Produces neat and legible work			
Knows personal information			
Support Services			
Receives Services	1	2	3
COMMENTS:			
1			
Comments by:			
2			
Comments by:			

Teachers may also comment on specific areas of student progress

Life Long Learning Habits are indicated as (O, S, P, N) necessary skills for learning

SAMPLE LADSBS REPORT CARD

The (1-4) indicators report student achievement in the NYS and District grade level standards

The Effort indicators (O, S, P, N) reflective student effort within each subject area

Grades 4 and 5 Trimester averages reported in Core subject areas

Trimester grade reporting for Fall, Winter, and Spring

Student achievement is reported according to descriptors within each grade level standard "strand"

New York State Standards		Effort		
4 - Exceeds grade level expectations 3 - Meets grade level expectations 2 - Approaching grade level expectations 1 - Not meeting grade level expectations NA - Not assessed at this time		O - Outstanding S - Satisfactory P - Progressing N - Needs Improvement		
English Language Arts				
ELA Trimester Average		1	2	3
Effort in ELA				
Reading				
Locates and refers to relevant details and evidence when explaining what a text says explicitly/implicitly and makes logical inferences		1	2	3
Determines a theme or central idea and explains how it is supported by key details; summarizes a text				
In literary texts, compares and contrasts two or more characters, settings, and events, drawing on specific details in the text				
In literary texts, explains how a narrator's or speaker's point of view influences how events are described				
Knows and applies phonics and word analysis skills in decoding words				
Reads accurately and fluently to support comprehension				
Writing				
Writes in the various genres to communicate ideas and information effectively		1	2	3
Produces clear and coherent writing in which the development and organization are appropriate to task, purpose and audience				
Strengthens writing by planning, revising, editing, and rewriting				
Takes notes when gathering information from print/digital sources and personal experiences; summarizes or paraphrases information in notes and provides a list of sources				
Speaking and Listening				
Engages effectively in a range of collaborative discussions		1	2	3
Summarizes a text read aloud or information presented in various formats				
Presents information, including opinions, with appropriate facts and relevant, descriptive details				
Speaks clearly with appropriate pace, volume, and expression giving attention to context and audience				
Language				
Demonstrates command of the conventions of academic English grammar and usage when writing such as capitalization, punctuation and spelling		1	2	3
Acquires and accurately uses general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being that are basic to a particular topic				
Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies				
Mathematics				
Mathematics Trimester Average		1	2	3
Effort in Mathematics				
Operations and Algebraic Thinking				
Writes and interprets numerical expressions		1	2	3
Analyzes patterns and relationships				

SAMPLE LADSBS REPORT CARD

Classifies two-dimensional figures into categories based on their properties			
Science/Health	1	2	3
Science/Health Trimester Average			
Science/Health Effort			
Art	1	2	3
Art Trimester Grade			
Art Effort			
Music	1	2	3
Music Trimester Grade			
Music Effort			
Physical Education	1	2	3
Physical Education Trimester Grade			
Physical Education Effort			
Life Long Learning Habits	1	2	3
Listens Attentively			
Follows Oral Directions			
Follows Written Directions			
Exercises self-control and follows classroom rules			
Works, shares and interacts with others respectfully and cooperatively			
Approaches challenges using a variety of strategies			
Works independently			
Asks for help when needed to complete assignments			
Uses work time effectively			
Demonstrates organizational skills			
Shows responsibility for personal and classroom materials			
Hands homework in on time			
Makes appropriate transitions from one activity to another			
Receptive to suggestions for improvement			
Produces neat and legible work			

The (1-4) indicators report student achievement grades in the Encore subject areas

Life Long Learning Habits are indicated as (O, S, P, N) necessary skills for learning

Teachers may also comment on specific areas of student progress

COMMENTS:	
1	Comments by:
2	Comments by:
3	Comments by:

FREQUENTLY ASKED QUESTIONS

Q: Why has the District adopted a standards-based Report Card?

A: A standards-based report card will communicate information to parents and students about each child's progress specific to year-end grade level learning standards and expectations. This information will improve communication between home and school, fostering collaboration about student learning.

Q: Why is grade reporting in trimesters and not quarters?

A: Trimester grade reporting provides more time for students to demonstrate proficiency towards meeting the standards. This allows adequate time for teachers to instruct, assess, and provide evidence of student learning. In addition trimesters provide for additional opportunities to meet the needs of individual students and their respective abilities.

Q: Why are all of the grade level standards not listed on the report card?

A: The standards and descriptors selected are considered to be the most significant at each grade level.

Q: Why are letter grades no longer on the report card?

A: The rubric grading format (1-4) allows for teachers to evaluate students based upon state and District expectations as opposed to following only the expectations of individual teacher(s). It also allows for reporting proficiency on specific standards within one subject area.

Q: Can my child's achievement (1-4) vary in the different trimester marking periods?

A: Yes, student achievement will vary between the trimesters based upon the expectations of the specific standard for that grade level. For example, a student may meet the expectations of the grade level during the first trimester but as the expectations increase, the students may not demonstrate the same level of proficiency in the following trimester. Therefore it is possible for a student to achieve at different levels (4-1) in different trimesters.

Q: Why do certain grade level descriptors not have numbers (1-4) indicated next to every descriptor?

A: It is possible that not every standard will be addressed during every trimester. In which case, that specific descriptor (standard) will be indicated as NA (not assessed at this time).

Q: Why is there a separate section for "Life Long Learning Habits?"

A: It is important to communicate information about work habits and social development to parents. Reporting on these areas separately allows for honest and accurate information regarding achievement in the areas of behavior and social skills, participation, persistence, homework, and work completion.

Q: Will students with an Individualized Education Plan (IEP) still receive quarterly progress reports?

A: Yes, students with an IEP will continue to receive quarterly progress reports in addition to trimester report cards. The quarterly progress reports is a separate document and is not accessible in the *SchoolTool* student management system.

Q: Will students who receive Rtl services get a separate progress report each trimester?

A: Yes, students with Rtl services in Math and Reading receive a separate Rtl progress report each trimester. These reports are accessed under the *Report to print* heading by selecting either *Miller Place Rtl Math Elementary Report Card* or *Miller Place Rtl Reading Elementary Report Card*.