

Grading Samples

Our report cards are standards based and aligned to the the Next Generation Learning Standards (NGLS). The following key will be used to report Content Understandings and Process Skills

4 Meeting Standards with Distinction - Shows evidence of superior understanding of the content, the concepts and the skills required for the grade level achievement in each of the learning standards and key ideas assessed.

3 Meeting Standards - Shows knowledge and understanding of the content, the concepts, and skills required for the grade level achievement of the learning standards that are assessed.

2 Working Toward Standards - Shows some knowledge and understanding of the content, the concepts, and the skills required for the grade level achievement of the learning standards.

1 Not Meeting Standards - Does not show understanding of the content, the concepts, and the skills required for the grade level achievement in the learning standards

Further, the following Key will be used to identify your child's effort:

Grades K-1 Reporting

CO	Consistent
IP	Improving
IN	Inconsistent
AC	Area of Concern

Grades 2-4 Reporting

O	Outstanding
C	Consistent
I	Inconsistent
AC	Area of Concern

Attendance Notification

We continue to report your child's attendance. Keep in mind that if your child has 15 tardy days or absences, a note will be included on the report card reflecting that your child's attendance is negatively impacting his/her learning.

Special Area Reporting

Your child attends the following special area classes which will be identified on the quarterly report card: art, library, music, and physical education. The special area teachers will report on student progress in the following way:

Kindergarten, First Grade

Art (30 weeks)
Library (30 weeks)
General Music (10 & 30 weeks)
Physical Education (10 & 30 weeks)

Second, Third and Fourth Grade

Art (10 & 40 weeks)
Library (30 weeks)
General Music (10 & 40 weeks)
Physical Education (10 & 40 weeks)
Third Grade Chorus (10 & 40 weeks)
Fourth Grade Chorus (10, 30 & 40 weeks)
Fourth Grade Band (10, 30, 40 weeks)



Churchville-Chili Central School District



K - 4 Report Card Information Guide

To view more information relating to the K-4 Report Card visit:

<https://www.ccsd.org/instruction/curriculum-assessment-and-professional-development/curriculum-k-4>

Where learning leads to a lifetime of opportunities

K-4 Report Card

The report card, distributed quarterly, is just one part of the overall reporting system. We will continue to provide ongoing communication via letters, phone, and email. Opportunities are provided for our families to learn more about instruction through Parent Portal, Curriculum Nights, and Open House. Conferences are available upon request or during designated times.

Report card evaluation is based upon your child's growth, development, and progress. Expectations increase throughout the year as we strive to challenge children to reach grade level standards.

Encourage your child by emphasizing positive behavior. By doing this, you let your child know that he/she does have strengths in specific areas. For areas that are in need of improvement, it is important to select one or two goals. Keeping goals simple and reinforcing progress over time will provide reassurance to your child.

Please feel free to share your thoughts about your child's growth and development in the parent/guardian comment area. Your feedback, observations, and insights are invaluable to teachers. By working together, we can help make the most of your child's learning experiences.

Characteristics of a Learner

The "Characteristics of a Responsible Learner" is placed at the beginning of the report card to reflect the importance of the ongoing, daily effort of your child in the instructional classroom setting.

Next Generation Standards

The Next Generation Learning Standards (NGLS) define the knowledge and skills that all students should have within their Pre-K-12 education careers so they will graduate from high school and be ready for the rigors of college and the workforce. The NGLS provide a clear roadmap for learning. Having clearly defined goals helps families and teachers work together to ensure that students succeed.

English Language Arts is divided into 4 categories:

Reading Literature & Informational Text

Students are reading a variety of fiction and non-fiction texts within a school year.

-Students engage in close, attentive reading (rereading) to understand what the text says.

-Students also think critically about the structure of the text and why the author wrote the text using text evidence to support their thinking.

Foundational Skills

Students engage in phonological awareness, phonics, and fluency learning that is interwoven in authentic reading and writing experiences.

Writing

Students write routinely for a range of tasks, purposes, and audiences using the writing process.

The purposes include:

-To give an opinion that's supported with evidence

-To inform or explain

-To recount an experience

-To respond to reading

Writing about text and engaging in the act of writing text increases reading comprehension.

Speaking and Listening

Students engage in collaborative discussions with peers and adults that demonstrate understanding of topics and/or texts

Mathematics is divided into domains:

Mathematical Practices

-Students communicate, reason, persevere, use tools and model mathematics throughout the year.

Counting and Cardinality (K only)

-Students count and compare numbers.

Operations and Algebraic Thinking

-Students understand addition, subtraction, and eventually multiplication and division; and their properties and relationships. They become problem-solvers.

Numbers and Operations in Base Ten

-Students understand and use the base ten system to develop fluency with addition, subtraction, and eventually multiplication and division.

Number and Operations with Fractions (3 and 4)

-Students understand fraction equivalencies and notation, and can relate these to decimals.

Measurement and Data

-Students solve problems involving measurements and interpretation of graphs.

Geometry

-Students reason about shapes and their attributes.

Communication

Contact your child's teacher any time during the school year. It is not necessary to wait until you receive your child's report card to share a concern. Call, email, or send a letter directly to your child's teacher regarding concerns, thoughts, or requests for a meeting.

Principal Contact Information

Chestnut Ridge School: Mariana Barry 889-2188

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