Understanding Our Updated K–6 Report Card

Manhasset UFSD

A clearer picture of learning.
A stronger partnership for growth.

- What students know and can do
- How students approach learning
- Where to celebrate progress—and where to offer support



Why Update the Report Card?

Describe progress
on specific grade-level skills

Give families a clearer view
of strengths and needs

Help teachers and families
respond earlier and more precisely

Build consistent expectations
across classrooms and schools

Reflects updated NYS Next Generation
Standards and updated curriculum



What the Academic Levels Actually Mean

All four levels describe progress toward grade-level standards.

4

Meets with consistency, precision, and independence

Consistently demonstrates grade-level skills, works accurately, and applies learning independently.

3

Meets grade-level standards

Demonstrates grade-level skills and is on track for the next grade.

2

Approaching grade-level standards

Shows partial understanding of grade-level skills and needs continued practice and support in targeted areas.

1

Needs support

Not yet demonstrating grade-level skills and needs additional instruction, reteaching, and scaffolding to build understanding.



The Distinction Parents Most Often Ask About

A 3 is meeting the standard. A 4 is not “the next grade.”

4

Meets with consistency, precision, and independence

Demonstrates the grade-level skill reliably, accurately, and independently across a variety of tasks.

3

Meets grade-level standards

Demonstrates the grade-level skill successfully and is on track for the next grade.

2

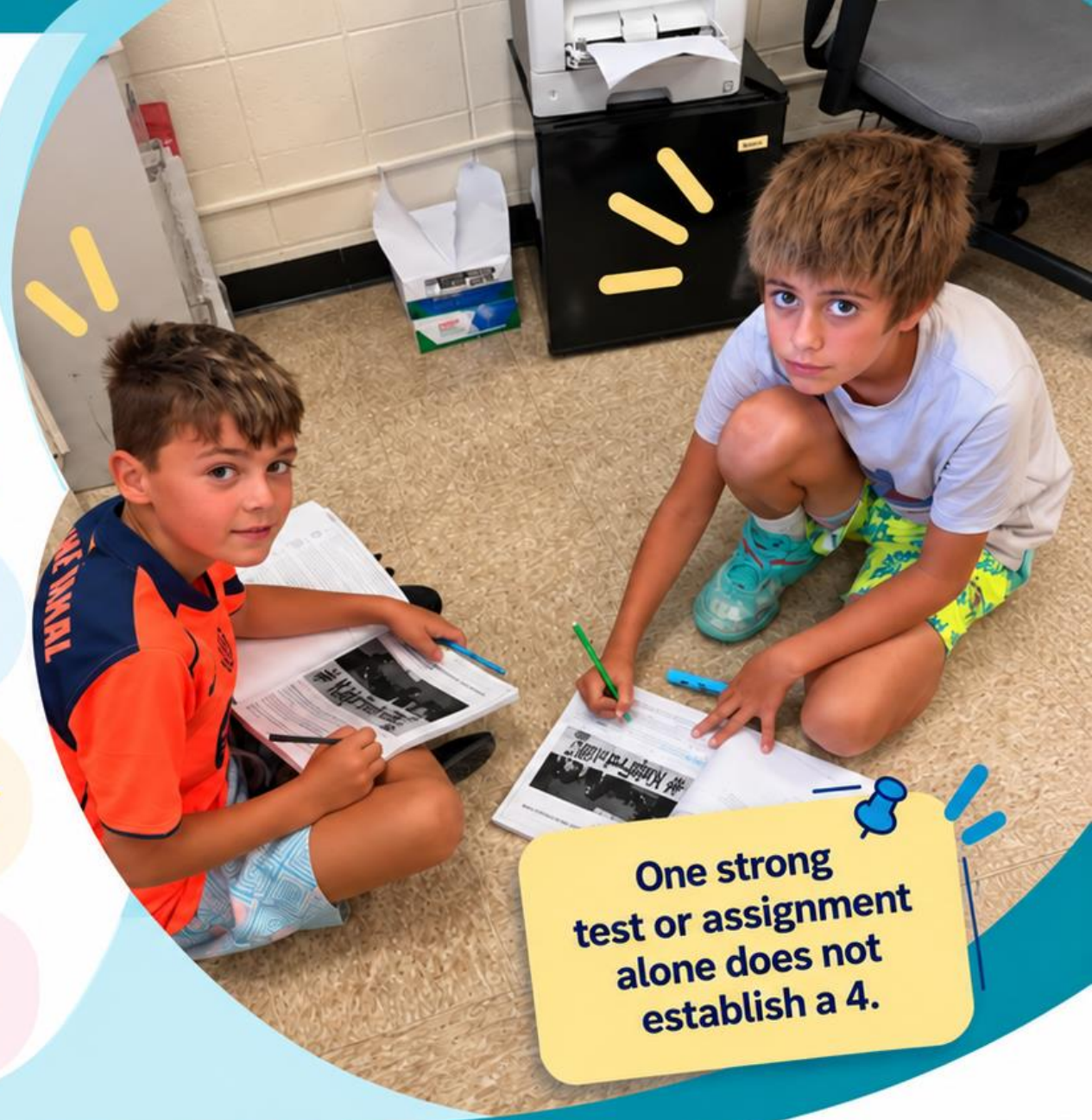
Approaching grade-level standards

Shows partial understanding of the grade-level skill and needs continued practice and support in targeted areas.

1

Needs support

Not yet demonstrating the grade-level skill and needs additional instruction, reteaching, and scaffolding to build understanding.



One strong test or assignment alone does not establish a 4.

An Example: Explaining Mathematical Thinking

Same grade-level expectation; different evidence of mastery.

4 — **Does it precisely and independently**
Solves grade-level problems accurately, consistently, and independently across varied tasks and over time.

3 — **Solves and explains a valid strategy**
Solves grade-level problems and explains clear, logical thinking.

2 — **Building understanding**
Shows emerging understanding of grade-level ideas but may need prompting or additional practice.

1 — **Needs support**
Needs substantial direct teaching, guided support, and additional practice to build understanding.



How Teachers Determine a Level

A body of evidence—not one score.

Classwork, discussions, teacher observations, and conferences

Teachers look at how students participate, share ideas, and apply their learning over time.

Writing samples, projects, investigations, and performance tasks

Students show what they know through a variety of real-world and classroom tasks.

Quizzes, unit assessments, and benchmarks

Multiple assessments throughout the year provide valuable information.

Evidence of accuracy, independence, and consistency over time

Teachers look for patterns across different activities and in different settings—not just one score.



What Happens When a Student Receives a 1 or 2?

Information that helps us act.

Identify the specific skill or concept needing attention

Pinpoints exactly what your child is working on next.

Adjust instruction and provide support

Teachers use targeted strategies, small group work, and extra practice.

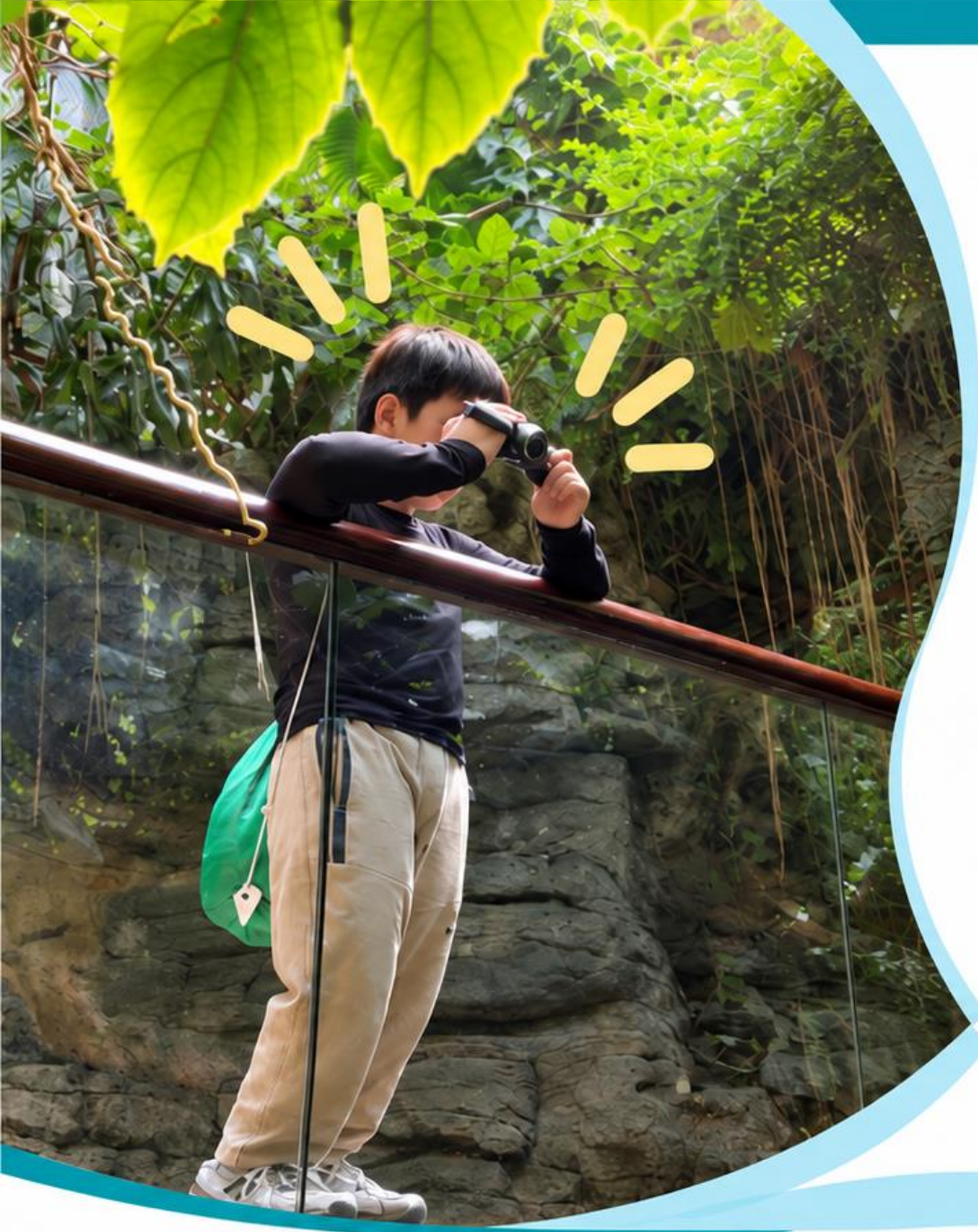
Monitor progress and communicate with families

We regularly check for growth and keep you informed about next steps.

Discuss additional assistance when a need persists

If progress is limited over time, we collaborate with families to provide additional support.





Understanding the Reports Your Family Receives

Different reports, one fuller picture of student progress.

K–6 Report Card

ALL STUDENTS

Shows progress toward grade-level standards and Readiness to Learn skills.

AIS Reading and Math Reports

ENROLLED STUDENTS ONLY

Provided only to students who are enrolled in AIS reading and/or AIS math.

IEP Progress Reports

STUDENTS WITH AN IEP ONLY

Show progress toward each student's individualized annual goals.

No asterisk on the general report card

Services and individualized progress are communicated separately.



Readiness to Learn Matters

Academic learning and learning habits are related—but distinct.

Beginning tasks, sustaining attention, and using time well
Helps students get started and stay engaged in learning.

Organizing materials and completing work
Builds independence and confidence.

Working independently and collaboratively
Supports problem solving, communication, and learning with others.

Persevering, seeking help, and using feedback
Helps students keep going and grow as learners.



How Readiness to Learn is reported

A developmental picture of learning behaviors

Kindergarten–Grade 1

Readiness to Learn is reported as:

- Most of the time / Some of the time / Not yet

Grades 2–6

Readiness to Learn is reported with letter ratings:

- C = Consistently Meeting
- D = Developing
- N = Not Yet

These are not the academic 4–1 ratings

Readiness to Learn shows learning habits and behaviors, reported separately from academic levels.



How to read your child's report card

Look for patterns and next steps

Where is my child meeting grade-level expectations?
Look for consistent strengths and areas of growth over time.

What strengths are emerging across subjects?
Notice skills, understanding, and independence your child is demonstrating.

Which specific skills need more practice or support?
Look for areas marked as Developing or Not Yet, and consider next steps.

What learning habit could we reinforce together?
Consider goals related to organization, effort, collaboration, or self-advocacy.



A shared commitment

Clearer information → better conversations → stronger support

Celebrate meeting standards: a 3 is success

A 3 means your child is meeting grade-level standards and on track for the next grade.

Use 1s and 2s to identify needs, not define children

A 1 or 2 signals an area for additional practice or support—and a chance to work together on next steps.

Recognize growth in readiness and independence

Look for progress over time in both academic skills and learning behaviors.

Reach out to your child's teacher with questions

Teachers are your partners and can provide ideas and resources to support your child.

Manhasset UFSD
Munsey Park ES
One Hunt Lane
Manhasset NY 11030-2022
Tel: 516-267-7405
www.manhassetschools.org/

Dr. Christopher J. Pellettieri, Interim
Superintendent

Student:
Grade: K
Teacher:
Principal: Chad Altman
School Year: 2026 - 2027

Proficiency Scale (Grades K–6 Academic Areas)
4 - Meets grade level standards with consistency, precision, and independence
3 - Consistently demonstrates grade-level standards; on track for next grade
2 - Partial understanding; needs frequent support and practice
1 - Limited progress; requires significant reteaching and scaffolding

Attendance				
Attendance/Marking Period	Fall	Spring	June	Total
Days Absent				
Days Tardy				

English Language Arts	Fall	Spring	June
Foundational Skills			
Demonstrates understanding of concepts of print	–		
Identifies individual letter names that have been taught	–	--	--
Identifies individual letter sounds that have been taught	–	--	--
Reads sight words taught	–	--	--
Correctly identifies and produces rhyming words in guided tasks	–	--	--
Applies letter sounds when decoding words		--	--
Applies grade level phonics and decoding		--	--
Makes connections and predictions when discussing stories		--	--
Uses reading strategies to understand the text		--	--
Reading Comprehension			
Makes predictions during stories	–	--	--
Retells stories in sequential order		--	--
Identifies elements of a story		--	--
Writing			
Uses illustrations to communicate ideas	–	--	--
Uses labels to support writing	–	--	--
Writes one or more sentences to express ideas		--	--

English Language Arts Comments:

Mathematics	Fall	Spring	June
Identifies and names numbers	–	--	--
Counts to tell the number of objects	–	--	--
Demonstrates understanding of number sense	–	--	--
Uses manipulatives to model mathematical thinking	–	--	--
Describes and Compares shapes and objects by attributes		--	--
Understands simple patterns		--	--
Understands addition within 10			--
Understands subtraction within 10			--
Explains thinking simply			--

Mathematics Comments:

Social Studies	Fall	Spring	June
Understands roles of people in the community		--	--
Recognizes basic traditions		--	--
Identifies similarities and differences among people and places		--	--

Social Studies Comments:

Science	Fall	Spring	June
Participates in hands on investigations		--	–
Observes and describes patterns		--	–
Uses tools and materials safely		--	–

Science Comments:

Fine Motor Development	Fall	Spring	June
Demonstrates coordination of small muscles (scissors, pencils, crayons)	--	--	–
Demonstrates adequate eye hand coordination (tracing, copying)	--	--	–
Forms numbers taught correctly	--	--	–
Forms lowercase letters taught correctly	--	--	–
Forms uppercase letters taught correctly		--	–

Fine Motor Development Comments:

Readiness for Learning Scale (K-1)
M – Most of the time
S – Some of the time
N – Not yet

Readiness to Learn	Fall	Spring	June
Follows classroom routines		--	–
Follows classroom transitions safely and appropriately		--	–
Sustains attention for short instructional periods		--	–
Begins and completes simple tasks		--	–
Demonstrates respectful behavior towards peers, adults and their environment		--	–
Uses classroom materials responsibly and cleans up with reminders		--	–
Plays and works cooperatively with peers		--	–
Demonstrates appropriate behavior by following classroom rules and expectations		--	–
Works though challenges without giving up		--	–
Participates in class discussions		--	–
Engages in speaking and listening routines		--	–
Responsible for belongings		--	–
Writes neatly and clearly showing care in their work		--	–
Follows 1-2 step directions		--	–

Readiness to Learn Comments:

SPECIAL AREA SUBJECTS

Special Area Reporting Key
5 - Always Demonstrates
4 - Consistently Demonstrates
3 - Usually Demonstrates
2 - Sometimes Demonstrates
1 - Rarely Demonstrates
NA - Not Applicable

Classroom Art	Fall	Spring	June
Develops and refines original artistic ideas and work	–	--	--
Applies artistic skills and techniques to create and present artwork	–	--	--
Responds to and describes artwork using appropriate vocabulary	–	--	--
Makes connections between art, and personal experiences, or cultural/historical context	–	--	--
Participates actively and contributes positively to class activities; demonstrates proper care and handling of materials	–	--	--

Art Comments:

Classroom Music	Fall	Spring	June
Develops and refines original musical ideas	–	--	--
Performs music with skill, accuracy, and expression	–	--	--
Responds to and describes music using appropriate vocabulary	–	--	--
Makes connections between music, personal experiences, and cultural or historical context	–	--	--
Participates actively and contributes positively to class activities	–	--	--

General Music Comments:

Physical Education	Fall	Sprin
Motor Skill development	--	--
Participation and safety	--	--
Sportsmanship and behavior	--	--

Physical Education Comments:

Sample: Kindergarten

Teacher Comments
Fall Comments:
Spring Comments:
June Comments:

Manhasset UFSD
Munsey Park ES
One Hunt Lane
Manhasset NY 11030-2022
Tel: 516-267-7405
https://www.manhassetschools.org/

Student:
Grade: 3
Teacher:
Principal: Chad Altman
School Year: 2026 - 2027

Dr. Christopher J. Pellettieri, Interim
Superintendent

Proficiency Scale (Grades K–6 Academic Areas)
4 - Meets grade level standards with consistency, precision, and independence
3 - Consistently demonstrates grade-level standards; on track for next grade
2 - Partial understanding; needs frequent support and practice
1 - Limited progress; requires significant reteaching and scaffolding

Attendance				
Attendance/Marking Period	**Fall**	**Spring**	**June**	**Total**
Days Absent				
Days Tardy				

English Language Arts	Fall	Spring	June
Reads and comprehends literary and informational texts	–	--	--
Reads with fluency and expression	–	--	--
Applies vocabulary strategies	–	--	--
Uses evidence/detail to support understanding	–	--	--
Writes with organization and clarity	–	--	--
Applies revision strategies	–	--	--
Edits writing for grammar, punctuation, and spelling	–	--	--
Engages in discussion using active listening and clear expression	–	--	--
Integrates information from multiple sources		--	--

English Language Arts Comments:

Mathematics	Fall	Spring	June
Computes accurately	–	--	--
Demonstrates number sense and place value understanding	–	--	--
Solves multi-step word problems	–	--	--
Applies appropriate strategies	–	--	--
Clearly communicates mathematical reasoning and/or shows work	–	--	--

Mathematics Comments:

Science	Fall	Spring	June
Understands key concepts and vocabulary	–	--	--
Makes observations and records data accurately	–	--	--
Uses evidence to explain ideas	–	--	--
Applies scientific concepts to real-world situations	–	--	--
Participates and follows lab procedures	–	--	--

Science Comments:

Social Studies	Fall	Spring	June
Understands key concepts and vocabulary	--	--	–
Makes connections to real-world contexts	--	--	–
Compares perspectives and cultures		--	–

Social Studies Comments:

Readiness for Learning Scale (2-6)
C – Consistently Meeting
D – Developing
N – Not Yet

Readiness to Learn	Fall	Spring	June
Follows class routines and transitions	--	--	–
Begins tasks promptly	--	--	–
Sustains attention during instruction	--	--	–
Completes work consistently and on time	--	--	–
Checks work for completion and accuracy	--	--	–
Uses time effectively	--	--	–
Organizes materials	--	--	–
Produces neat and legible work	--	--	–
Works independently	--	--	–
Collaborates responsibly and follows through with task	--	--	–
Demonstrates respect and self-control	--	--	–
Perseveres through challenges	--	--	–
Seeks help when needed	--	--	–
Applies feedback to improve work	--	--	–

Readiness to Learn Comments:

SPECIAL AREA SUBJECTS

Special Area Reporting Key
5 - Always Demonstrates
4 - Consistently Demonstrates
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1 - Rarely Demonstrates
NA - Not Applicable

Classroom Art	Fall	Spring	June
Develops and refines original artistic ideas and work	–	--	--
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Responds to and describes artwork using appropriate vocabulary	–	--	--
Makes connections between art, and personal experiences, or cultural/historical context	–	--	--
Participates actively and contributes positively to class activities; demonstrates proper care and handling of materials	–	--	--

Art Comments:

Classroom Music	Fall	Spring	June
Develops and refines original musical ideas	–	--	--
Performs music with skill, accuracy, and expression	–	--	--
Responds to and describes music using appropriate vocabulary	–	--	--
Makes connections between music, personal experiences, and cultural or historical context	–	--	--
Participates actively and contributes positively to class activities	–	--	--

General Music Comments:

Physical Education	Fall	Spring	June
Motor Skill development	--	--	–
Participation and safety	--	--	–
Sportsmanship and behavior	--	--	–

Physical Education Comments:

Sample: Grade 3

Teacher Comments
Fall Comments:
Spring Comments:
June Comments:

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Tel: 516-267-7405
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Dr. Christopher J. Pellettieri,
Interim Superintendent

Student:
Grade: 6
Teacher:
Principal: Chad Altman
School Year: 2026 - 2027

Sample: GRADE 6

Proficiency Scale (Grades K–6 Academic Areas)
4 - Exceeds: Meets grade level standards with consistency, precision, and independence
3 - Meets: Consistently demonstrates grade-level standards; on track for next grade
2 - Approaching: Partial understanding; needs frequent support and practice
1- Needs Support: Limited progress; requires significant reteaching and scaffolding

Attendance				
Attendance/Marking Period	Fall	Spring	June	Total
Days Absent	0	0	0	0
Days Tardy	0	0	0	0

English Language Arts
Reads and comprehends literary and informational texts
Applies vocabulary strategies
Uses relevant evidence to support understanding
Writes with organization and clarity
Edits writing for grammar, punctuation, and spelling
Engages in discussion using active listening and clear expression
Integrates information from multiple sources

English Language Arts Comments:

Mathematics	Fall	Spring	June
Computes accurately	--	--	--
Demonstrates number sense and place value understanding	--	--	--
Solves multi-step word problems	--	--	--
Applies appropriate strategies	--	--	--
Clearly communicates mathematical reasoning and/or shows work	--	--	--

Mathematics Comments:

Science	Fall	Spring	June
Understands key concepts and vocabulary	--	--	--
Designs investigations, makes observations and records data	--	--	--
Uses evidence to explain ideas/findings clearly	--	--	--
Applies scientific concepts to real-world situations	--	--	--

Science Comments:

Social Studies	Fall	Spring	June
Understands key concepts and vocabulary	--	--	--
Makes connections to real-world contexts	--	--	--
Explains ideas clearly using evidence from sources	--	--	--
Compares perspectives and cultures	--	--	--

Social Studies Comments:

Readiness for Learning Scale (2-6)
C – Consistently Meeting
D – Developing
N – Not Yet

Readiness to Learn	Fall	Spring	June
Begins tasks promptly	--	--	--
Sustains attention during instruction	--	--	--
Completes work consistently	--	--	--
Uses time effectively	--	--	--
Organizes materials	--	--	--
Works independently	--	--	--
Collaborates with peers	--	--	--
Demonstrates respect with peers and adults	--	--	--
Perseveres through challenges	--	--	--
Seeks help when needed	--	--	--
Applies feedback to improve work	--	--	--

Readiness to Learn Comments:

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Applies artistic skills and techniques to create and present artwork	--	--	--
Responds to and describes artwork using appropriate vocabulary	--	--	--
Makes connections between art, and personal experiences, or cultural/historical context	--	--	--
Participates actively and contributes positively to class activities; demonstrates proper care and handling of materials	--	--	--

Art Comments:

Classroom Music	Fall	Spring	June
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Performs music with skill, accuracy, and expression	--	--	--
Responds to and describes music using appropriate vocabulary	--	--	--
Makes connections between music, personal experiences, and cultural or historical context	--	--	--
Participates actively and contributes positively to class activities	--	--	--

General Music Comments:

Physical Education	Fall	Spring	June
Motor Skill development	--	--	--
Participation and safety	--	--	--
Sportsmanship and behavior	--	--	--

Physical Education Comments:

Teacher Comments
Fall Comments:
Spring Comments:
June Comments:



Thank you!

We are happy to answer your questions.

Dr. Rebecca Chowske
Assistant Superintendent
for Curriculum & Instruction

rebecca_chowske@manhassetschools.org