

*Information
For Report Card Grades K-6
2015-2016*



The mission of the WCSD is to empower all of our students with the competencies and confidence to challenge themselves, to pursue their passions, and to realize their potential while growing as responsible members of their community.

WHAT ARE THE CHANGES IN OUR REPORT CARDS K TO 6

The Wappingers Central School District is pleased to announce a K-6 standards-based report card for the 2015-16 school year. Kindergarten through 6th grade teachers and administrators met to draft the new report card to be unveiled the fall of 2014 for grades K-5. The grade 6 report card was approved this summer. Parent input was provided to the team. The report card will align with the Common Core Learning Standards and reflect updates to our curriculum and instruction.

Parents will find the following elements in the new report card:

- Reporting titles for each section of the report card that reflect the New York State and District standards for instruction. These standards are based on the Common Core Learning Standards.
- Grading Keys will continue to reflect the language in the NYS reporting system. The keys will define student progress toward the Common Core Learning Standards and be presented in a 1-4 scale, similar to previous years.

"By comparing one child's performance to a clear standard, parents, children, and teachers all know what is expected. Every time a student attempts a task, the performance is compared to the standard."

-Doug Reeves

IMPORTANT QUESTIONS ABOUT THE NEW REPORT CARD:

1. Why are only some of the standards listed on the report card?

Standards-based report cards are not a listing of all Common Core Learning Standards. Teams of teachers reviewed the Common Core Learning Standards and District standards for each grade level in the process of developing the report card. In their review, the teachers chose the descriptors which were considered most significant for student gains in each subject area and at each grade level. These standards are often referred to as "power standards." It does not mean that the other standards are less important, or that they will not be taught. In order to effectively communicate a child's progress, specific standards were selected to efficiently report growth during each of the four marking periods.

2. Can a student perform at a level 3 during one marking period and then receive a level 2 or 1 in subsequent marking periods?

The expectations change from one marking period to another as the student moves toward the grade level expectations for the end of the year. As such, a student may find that expectations have increased in each marking period. This may result in very different levels of proficiency. A student could receive a 3 in the first marking period, and a level 2 or 1 in the subsequent marking periods.

3. Some areas on my child's report card were not evaluated this marking period and the report card shows N, or not applicable. Why wasn't this standard evaluated?

Some standards spiral and can be taught each marking period. These standards will be assessed more frequently, and progress will be reported every marking period. The level of sophistication in the task may change, or the level of text complexity may change, making the expectation more rigorous (i.e. main idea). In other areas, the standard is based on a hierarchy and another standard must be mastered before the skill can progress to something more difficult. Other standards require an entire unit of study that may be unrelated to the current topic. In this case, the unit may be marked N for a quarter since the skill may not have been assessed at that time. When the standard is taught, the standard is evaluated.

Academic Performance Level Key

4	<p><u>Meets the Standards with Distinction</u></p> <ul style="list-style-type: none"> • Student performance demonstrates a thorough understanding of the knowledge and skills expected at this grade level • Student demonstrates a deeper understanding of grade level standards • Student independently exceeds grade level standards
3	<p><u>Meets the Standards</u></p> <ul style="list-style-type: none"> • Student performance demonstrates an understanding of the knowledge and skills expected at this grade level • Student demonstrates consistent application of skills • Student independently applies grade level standards
2	<p><u>Developing Skills to Meet Standards</u></p> <ul style="list-style-type: none"> • Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level • Student is progressing in understanding, however, the skills are not yet mastered • Student needs assistance to apply grade level standards
1	<p><u>Does Not Meet the Standards</u></p> <ul style="list-style-type: none"> • Student performance does not demonstrate an understanding of the knowledge or skills expected at this grade level • Student is working below grade level expectations • Student struggles even with assistance • Student needs continued support and intervention
N	<p><u>Not Applicable</u></p> <p>This mark indicates that the specific standard is not applicable as the standard is not addressed during this quarter. You should expect to see several N/A's used in the first quarter especially during the earlier grades. This is because the entire curriculum cannot be taught at once. While some learning standards will be addressed throughout the entire year, others will be phased in as the school year progresses.</p>

OUR LEADERSHIP

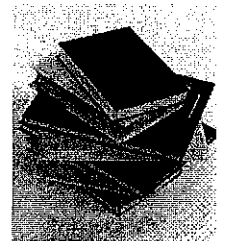
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We are committed to helping you understand your child's progress and providing ways in which you can help your son or daughter maximize their learning potential.

If you have questions or concerns and would like to set up an appointment to discuss your child's progress, please make an appointment to meet with your child's classroom teacher.

For general information related to the Common Core Learning Standards, or Standards-based Reporting, our building leadership is always ready and able to assist you. Please contact your child's building principal for more general information.