

New Elementary Report Cards Are Coming

Elementary Report Guide

Purpose:

WCS is committed to ensuring that students are well prepared for the future. Providing a clear, complete communication tool is the goal of new PreK-6 standards based report cards that will be issued this year.

Changes:

New report cards are aligned to the NYS Learning Standards and reflects updates in our curriculum and instruction. Parents will find:

1. Category titles and descriptors reflecting NYS and district standards;
2. Grading and effort keys reflecting student progress toward NYS and district standards (4-1 scale); and
3. Learning Behaviors reflecting student skills necessary to be a successful learner.

Standards-Based Report Cards:

There are four, essential components of a standards-based system:

1. The content standards as outlined by the NYS and district standards that describe what a student should know and be able to do at an identified point in time;
2. The standards-based curriculum that a teacher uses to ensure that classroom instruction targets these standards;
3. The assessments that a teacher uses to measure learning and the extent to which a student has met each standard; and
4. The communication tool that allows a teacher to report accurately a student's progress toward meeting standards throughout the school year.

Frequently Asked Questions

Q: Why a Standards-Based Report Card?

A: Standards-based report cards provide:

1. In-depth student assessments
2. Consistent evaluations throughout the year
3. Individualized instruction information
4. Consistent evaluations between students

Q: How does this help parents?

A: Standards-based report cards enable parents to receive accurate information based on cumulative student progress throughout the marking period. In addition, they:

1. Promote more detailed and meaningful conversations at parent/teacher conferences;
2. Allow for careful and precise monitoring of student achievement; and
3. Reflect grade-level standards and expectations so parents gain a complete idea of student progress.

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

A: A standards-based report card is not the same as a standard/learning outcome listing. Teams of teachers and administrators:

1. Reviewed the New York State and District standards for each grade level; and
2. Chose descriptors which were considered most significant for student learning in each grade level.

Q: Why are there no letter grades or number grades?

A: A standards-based report card's rubric approach (4, 3, 2, 1) provides information about student achievement without the need for letter grades. Letter grades:

1. Follow a teacher's individual assessments and expectations; and
2. Do not show a student's performance toward state and district expectations.

*Students in Grades 4-6 will still receive an overall numeric average in ELA and Math.

Q: Can a student perform at a level 3 and then move to a lower level in the next marking period?

A: The expectations change from one marking period to the next as students move toward the end of grade-level expectations. This means:

1. A student may meet the grade-level expectation during the first marking period, but as the expectations increase, the student may not demonstrate the same level of proficiency during the next marking period; and
2. A student might receive a 3 in the first marking period and then receive a 2 in the second marking period.