

# Rockville Centre School District



## A Parent's Guide to the Grades 3 and 4 Elementary Report Cards

## **Understanding the Elementary Report Card - Grades 3-4**

The Elementary Report Card is designed to provide you with more specific information about your child's strengths and weaknesses in the academic core curricula as well as his/her learning and social behavior skills.

Each trimester students have multiple opportunities to practice, attain and demonstrate mastery of the skills and concepts listed for each curriculum area. You will receive your child's report card three times a year (December, March, and June).

### **Report Card Descriptors**

The report card is divided into curriculum areas that are aligned with the current New York State Learning Standards). Each descriptor is assessed using the performance levels below. Social skills and work habits are also evaluated each trimester; these are indicated under "Behaviors That Promote Learning" and "Social Behaviors That Promote Respect." They are assessed using the effort levels: C, D, I (see explanation on page 3).

### **Performance Levels**

The performance level represents your child's progress each trimester. It is a holistic assessment based upon learning demonstrated through participation in class, assignments, homework, and assessments (both formal and informal).

#### **4 = Exceeding Standards**

- Demonstrates superior understandings
- Exceeds requirements for grade-level work
- Consistently applies and extends learned concepts and skills independently

#### **3 = Meeting Standards**

- Demonstrates and applies knowledge and understanding of learned concepts and skills
- Meets requirements for grade-level work accurately and independently

#### **2 = Approaching Standards**

- Demonstrates partial understanding
- Beginning to meet requirements for grade-level work
- Requires some extra time, instruction, assistance and/or practice

#### **1 = Below Standards**

- Demonstrates minimal understandings
- Seldom meets requirements for grade-level work
- Requires an extended amount of time, instruction, assistance and/or practice

NT = Not taught during this marking period

Performance level scores are not based on one assessment experience. Teachers design multiple assessment tasks and collect evidence of student learning throughout the marking period. Evidence may include teacher observations, student work samples, projects, tests, quizzes, and district assessments. Teachers review these assessments for evidence of learning when marking student progress for the report card.

It is important to note that the performance level is based on the units of study, concepts and skills taught for that trimester. The grades for each trimester are **not** cumulative. Therefore, it is quite possible for a child to achieve a 3 or 4 the first trimester and then achieve a 2 the second trimester.

### **Effort, Behavioral and Developmental Codes**

One of the important characteristics of a successful learner is effort. The effort assessment in the content area is based on a child's willingness and ability to take risks, try new things to produce a quality product, and persevere even when tasks are challenging. In addition, your child's performance is assessed in behavioral and developmental work habits using the effort key.

### **Key**

C = Consistent

D = Developing

I = Inconsistent

## Example of the Report Card:

### Third Grade Reading

ENGLISH LANGUAGE ARTS	1	2	3
Reading			
Effort and Participation	C		
Reads accurately and fluently with expression	2		
Determines the meaning of unknown words and phrases using a variety of strategies	3		
Demonstrates comprehension by referring to details and examples in a text	3		
Thinks critically and applies meaning in order to make connections in fiction and/or nonfiction text	3		

This child shows consistent effort and participation in this curriculum area.

This child meets the requirements for grade-level work for this reading skill.

### Fourth Grade Math

MATHEMATICS	1	2	3
Effort and participation	C		
<b>Mathematical Content</b>			
Adds and subtracts whole numbers fluently using place value understanding	3		
Knows multiplication facts fluently	2		
Understands factors and multiples	4		
Solves multi-step word problems	3		
Demonstrates an understanding of fraction equivalents			
Compares and orders fractions			
Represents and solves problems involving fractions using multiple operations			
Demonstrates an understanding of the relationship between fractions and decimals			
Solves problems involving measurement			
Represents and interprets data			
Classifies shapes			

This child demonstrates partial understanding of multiplication facts.

The shaded area indicates instruction for this content has not occurred this trimester, therefore, no grade was assigned during this marking period.

The mathematics performance is determined by the child's ability to independently master and apply grade level concepts that are introduced each trimester.

## **What Can You Do To Help Your Child?**

- Maintain an open and ongoing dialogue with your child's teacher. Working together as partners will foster your child's success.
- Take care of your child's social, emotional and physical health. Every child needs rest, a balanced schedule of activities, and a healthy diet.
- Develop a consistent routine for homework completion.
- Ask your child specific questions about school activities. Listen, converse, plan, and celebrate with your child.
- Make reading a natural part of your family's daily routine. Read to your child. Have your child read to you. Read and discuss books together.
- Discuss current events. Allow your child to express opinions about what's happening in the community and in the world.
- Encourage activities that involve problem solving. Let your child find solutions to problems by asking for suggestions and comments.