Remsenburg-Speonk UFSD

Standards-Based Report Card - Presentation to Parents

November 28, 2016

Why Use a Standards-Based Report Card?

- Standards provide an outline of what our students should know and be able to do at every grade level
- Allows report card to be an objective tool to measure a student's progress toward proficiency in the standards
- Promotes equity through achievement and accountability
- Provides clear information for students, teachers and parents/caregivers on what the expectations are for each grade level
- Supports students, teachers, and parents/caregivers in monitoring progress toward mastery of grade-level standards
- Effective monitoring of student progress toward proficiency of the standards helps ensure success for the child

Changes – Performance Levels

(Rubric for Academic Areas)

1	2	3	4
Performance is not yet meeting grade-level standards. Student requires extensive support	Performance is progressing toward grade-level standards. Student requires additional teacher support	Performance consistently meets grade-level standards	Performance consistently exceeds grade-level standards independently

Changes – Performance Levels

(Rubric for Behavioral Indicators)

H	D	M	E
Behaviors are Hindering Student Learning	Behaviors are Developing Toward Expectations for Learning	Behaviors Meet Expectations for Learning	Behaviors Exceed Expectations for Learning

Reading Continuums

RSE - K-3 Reading Continuum

Emergent Reader		Beginning Reader		Independent Reader	
Early Emergent (EE) (Level A)	**Advanced Emergent (AE) (B-C)**	**Early Beginning (EB) (D-F)**	**Advanced Beginning (AB) (G-I)**	**Early Independent (EI) (J-L)**	**Advanced Independent (AI) (M-N)**
• Begins to display awareness of some conventions of print: front-back of book, left-right progression, top-bottom • Knows the difference between pictures and print • Matches one spoken word with one word in print • Says a word to hear and identify the first sound and connects it to a letter • Recognizes five high- frequency words • Uses pictures almost exclusively to gain understanding • Makes connections to text	• Awareness of conventions of print is established: front-back of book, left-right progression, top-bottom • Establishes one-to-one correspondence • Uses letter-sound information in coordination with meaning and language structure to solve words • Self-monitors and self-corrects using meaning in text and pictures • Recognizes ten or more high-frequency words • Reads in phrases with some expression • Identifies unknown word meanings through pictures • Engages in "pretend" reading, using book language ("Once upon a time, "the end,") etc. • "Reads" from memory • Draws upon predictable language patterns and/or picture clues to anticipate and understand the text • Uses the print or pictures as evidence to support inference, prediction and/or connection • Is able to share an opinion about the text (i.e. beginning, characters, ending)	• Can easily solve words with regular letter-sound relationships • Recognizes fifty or more high-frequency words • Uses meaning, language structure, and visual information to self-monitor and self-correct reading • Reads without pointing, while building the ability to read with appropriate rate, phrasing, intonation, and word stress • Is able to read and understand familiar vocabulary used in their oral language, while continuing to use pictures when words are unknown • Provides an oral summary with appropriate details in sequence • Notices and acquires new information by using readers' tools (i.e. text features) • Uses the print or pictures as evidence to support inference, prediction and/or connection, realizing that the pictures do not carry all important aspects of meaning • Expresses opinions about a text and states reasons • Is beginning to build knowledge of the characteristics of different genres of texts	• Uses a range of word-solving strategies and can solve multisyllabic words • Automatically recognizes and writes many high frequency words • Uses multiple sources of information to self-monitor and self-correct, where the self-correction is at the point of error • Demonstrates appropriate rate, phrasing, intonation, and word stress in oral reading • Uses context and pictures to derive the meaning of unfamiliar vocabulary • Effectively processes complex sentences when required in a text • Provides a summary with appropriate details in sequence, while understanding the problem and solution in a more complex text • Uses the print as evidence to support inference, prediction and/or connection, with minimal reliance on the pictures • Differentiates between fiction and nonfiction texts • Expresses opinions about the quality of the text • Agrees or disagrees with ideas within the text and provides reasons	• Uses cueing systems (meaning, structure, and visual information) to problem-solve text difficulties with increasing independence • Recognizes and/or flexibly solves a large number of words • Consistently uses self-monitoring and self-correcting • Demonstrates all aspects of smooth, fluent processing when reading orally • Reads silently in independent reading • Effectively processes complex sentences, that may contain embedded clauses and figurative language • Adjusts reading to process a range of genres, understanding that chapters have multiple episodes related to a single plot and noticing a variety in the layout of print in nonfiction texts • Begins to infer themes across texts • Justifies predictions based on evidence • Brings forth background knowledge to the understanding of a text, before, during, and after reading • Hypothesizes how characters could have behaved differently • Judges the text as to whether it is interesting, humorous, or exciting and specifies why	• Uses all cueing systems (meaning, structure, and visual information) to independently problem-solve • Reads orally with increasing fluency and expression, attending to punctuation, intonation, and stress • Reads silently at a good rate and automatically uses a wide range of word solving strategies while focusing on meaning • Effectively processes descriptive words, some complex content-specific words, and some technical words • Understands more elaborate plots in fiction and identifies and uses underlying structures in nonfiction • Sees changes in characters across time and articulates possible reasons for development • Identifies significant events and tells how they are related to the problem of the story or the solution • Supports predictions with evidence from the text, detailing what characters will do based on the traits revealed by the writer • Processes the full range of genres • Understands how the graphics provide information that matches and extends the text in nonfiction
Kindergarten (Levels A-D)		**First Grade (Levels D-J)**		**2nd Grade (J-M)**	**3rd Grade (M-P)**

Reading Continuums

RSE - Grades 2-8 Reading Continuum

Independent Reader		Experienced Reader		Advanced Reader	
Early Independent **(EI)** (J-L)	Advanced Independent **(AI)** (M-N)	Experienced **(Exp)** (O-Q)	Very Experienced **(VExp)** (R-T)	Self-Extending Reader **(SE)** (U-V)	Very Advanced Reader **(VA)** (W-Z)
• Uses cueing systems (meaning, structure, and visual information) to problem-solve text difficulties with increasing independence • Recognizes and/or flexibly solves a large number of words • Consistently uses self- monitoring and self-correcting • Demonstrates all aspects of smooth, fluent processing when reading orally • Reads silently in independent reading • Effectively processes complex sentences, that may contain embedded clauses and figurative language • Adjusts reading to process a range of genres, understanding that chapters have multiple episodes related to a single plot and noticing a variety in the layout of print in nonfiction texts • Begins to infer themes across texts • Justifies predictions based on evidence • Brings forth background knowledge to the understanding of a text, before, during, and after reading • Hypothesizes how characters could have behaved differently • Judges the text as to whether it is interesting, humorous, or exciting and specifies why	• Uses all cueing systems (meaning, structure, and visual information) to independently problem-solve • Reads orally with increasing fluency and expression, attending to punctuation, intonation, and stress • Reads silently at a good rate and automatically uses a wide range of word solving strategies while focusing on meaning • Effectively processes descriptive words, some complex content-specific words, and some technical words • Understands more elaborate plots in fiction and identifies and uses underlying structures in nonfiction • Sees changes in characters across time and articulates possible reasons for development • Identifies significant events and tells how they are related to the problem of the story or the solution • Supports predictions with evidence from the text, detailing what characters will do based on the traits revealed by the writer • Processes the full range of genres • Understands how the graphics provide information that matches and extends the text in nonfiction	• Flexibly solves longer descriptive, content-specific and technical words, using embedded definitions, background knowledge, and readers' tools • Changes style and pace of reading to reflect purpose • Adjusts reading to process text with difficult and complex layout • Provides a coherent synthesis of the meaning of the text, using relevant details • Makes a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts • Understands abstract themes by using inferential thinking • Uses descriptive and figurative language to understand the plot • Notices and discusses the author's purpose for writing the text	• Understands how words work; employs a wide range of word solving strategies, including analogy to known words, word roots, base words and affixes • Uses all systems of strategic actions to construct meaning • Remembers information and connects ideas over a long period of time • Infers the themes of a text (some with mature themes and issues) and discusses how they are applicable to people's lives today • Notices and discusses the writer's use of symbolism • Understands perspectives different from their own and understands settings and people far distant in time or space	• Reads for sustained periods • Automatically adjusts strategic actions to skillfully use genre • Searches for and uses information in an integrated way, using complex graphics and texts that present content requiring background knowledge • Interprets the characters, which is essential to understanding the theme • Understands how and why multidimensional characters change over time • Makes and continually revises a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts • Locates textually explicit information such as setting, plot, resolution, and character development • Evaluates point of view and voice in text and poetry • Uses critical thinking to judge authenticity of informational texts, historical fiction, and biography	• Reads for personal growth by exploring philosophical and social issues • Understands archaic language or regional dialect presented in texts • Constructs summaries that are concise, and reflect the important and overarching ideas and information in texts • Applies prior understanding in a critical way, demonstrating knowledge of content, including scientific information and historical events • Analyzes and discusses texts that contain multiple themes that may be understood in many layers • Analyzes how the writer has combined language, illustrations, and layout as a unified whole to set mood and convey meaning • Expresses tastes and preferences in reading and supports choices with specific descriptions of text features

2nd Grade (J-M)	3rd Grade (M-P)	4th Grade (P-S)	5th Grade (S-V)	6th Gr. (V-Y)	7th Gr. and up (Y-Z)

Literacy

- Reading
  - Foundational Skills
  - Reading Literature and Informational Texts
- Writing
- Listening and Speaking

Mathematics

- Counting and Cardinality
- Numbers and Operations in Base Ten
- Numbers and Operations in Fractions
- Operations and Algebraic Thinking
- Measurement and Data
- Geometry
- Mathematical Reasoning
- Ratios and Proportional Relationships
- Mathematic Expressions and Equations
- Statistics and Probability

Science and Social Studies

- No Significant Changes
- As we finalize our work with the SS Frameworks and the Next Generation Science Standards we will incorporate more in these areas

Special Areas

- Art
- Health
- Library
- Music
- Physical Education
- Spanish
- Technology

Behaviors that Support Academic, Social and Emotional Learning

- Indicators grouped under Building Blocks
  - Hard Work and Determination
  - Friendship and Loyalty
  - Action and Alertness
  - Self Control
  - Enthusiasm
  - Confidence and Poise
  - Cooperation and Team Spirit

Questions??

Thank you for Coming!!