



Elementary Report Card Guide

BCSD ELEMENTARY REPORT CARDS

Our report cards are aligned to the NYS Common Core Standards and reflect updates made to curriculum and instruction in recent years..

Parents will find:

1. Titles and descriptors that reflect the Common Core Standards
2. An instructional rating scale (4-1 scale)
3. Behavior and work habits that reflect 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 New York State and District Standards that describe what a student should know and be able to do at an identified point in time
2. The standards-aligned curriculum provides a roadmap for teachers to ensure that classroom instruction addresses these standards
3. Assessments are administered by teachers to measure the extent to which a student has met the essential skills, knowledge and understanding of a standard
4. The reporting tool allows a teacher to communicate accurately a student's progress toward meeting standards two times throughout the school year

The purpose of any reporting to parents is to strengthen the home-school partnership and to inform parents concerning student progress. The degree to which parents are informed of the philosophy of the school system, its programs, and the assessment of the students' strengths and weaknesses is important in establishing a positive attitude toward school and a cooperative relationship between school and home.

The Bethlehem Central School District issues elementary report cards twice a year, in January and June, and 10-week progress reports twice a year, in fall and spring. Parent-teacher conferences are held in January. These are aligned with the NYS Common Core Standards and provide parents with detailed information. The report cards are intended to provide parents with clear communication about how their child is performing in school. We are committed to ensuring our students are prepared for the future. We are grateful for the continued support we have from the community, which allows us to provide so many academic and extra-curricular opportunities for our students.





INSTRUCTIONAL RATING SCALE

The instructional rating scale is intended to provide information about student achievement on specific skills and may change at different points during the year. We want parents to recognize that our teaching and assessments are directed at ensuring that all students have an opportunity to meet our curriculum standards. Different students progress at different rates, so standards may be met in varying amounts of time, with varying amounts of teacher support

- 1.** Earning a “4” means the student has advanced understanding and exceeds grade-level expectations. A student receiving a “4” demonstrates academically superior skills in that specific area nearly all the time. This student demonstrates initiative, challenges him or her self and requires no support in demonstrating this advanced knowledge at school. A “4” is difficult to obtain and indicates unusually high achievement.
- 2.** Earning a “3” means the student has proficient understanding most of the time and meets grade-level expectations. We want all of our students to reach a level “3.” A student receiving a “3” is right on track with our high academic expectations. A “3” is something to be celebrated.
- 3.** Earning a “2” means the student has basic understanding some of the time and partially meets grade-level expectations. A student receiving a “2” understands the basic concept or skill, but has not yet reached the proficient level and requires moderate support. A “2” should indicate to parents that their child may need some extra help or extra time to practice/understand that concept or skill.

KEY FOR PERFORMANCE LEVELS

[The goal is for all students to reach level 3, Proficient, by the end of the year.]

4	Exemplary	Student demonstrates an advanced understanding of concepts, skills and processes taught in this reporting period and exceeds the required performance.
3	Proficient	Student consistently demonstrates an understanding of concepts, skills and processes taught in this reporting period.
2	Developing	Student is not yet consistent in demonstrating an understanding of concepts, skills, and processes taught in this reporting period.
1	Emerging	Student does not demonstrate an understanding of concepts, skills and processes taught in this reporting period. Student is performing significantly below grade level expectations.
NA	Not Assessed	Not assessed this reporting period.

- 4.** Earning a “1” means the student has minimal understanding and does not meet grade-level expectations. A student receiving a “1” has academic delays according to our district standards and requires considerable support. Interventions may be needed to learn and stay on track with district expectations.
- 5.** “NA” simply means that this skill has not been taught and assessed during the marking period.





INSTRUCTIONAL READING LEVELS (K-2)

A student's reading level is recorded in the following manner

- Pre-emergent Reader
- Early Emergent Reader
- Emergent Reader
- Early Reader Stage I
- Early Reader Stage II
- Transitional Reader Stage I
- Transitional Reader Stage II
- Proficient Reader

Pre-Emergent Reader

- Is acquiring book handling skills and concepts of print
- Is acquiring knowledge of letter names
- Uses pictures to create meaning
- Is beginning to understand sounds of the language (rhyming, same/different, etc.)
- Is beginning to understand letter-sound relationships
- Typically can read some environmental print ("stop" on stop signs)

Early Emergent Reader

- Uses one-to-one matching (connects spoken and written words)
- Uses left to right progression
- Recognizes some known words and uses picture cues and print to recognize new words
- Understands the difference between letters and words
- Has control of more consonant sounds
- Typically reads at Fountas & Pinnell levels A & B and Lexile 25-49

Emergent Reader

- Is beginning to use knowledge of letter sounds to solve unknown words
- Uses language, memory, pictures and print as major cues to read and understand
- Is able to predict what comes next
- Typically reads at Fountas & Pinnell levels C & D and Lexile 50-124

Early Reader Stage I

- Analyzes new words and checks them against what makes sense and sounds right
- Uses meaning to begin to self-correct
- Uses known words and word parts to figure out unknown words
- Begins to retell the major points of the text
- Decreases the use of finger pointing as fluency and phrasing increase
- Uses prior knowledge and own experiences to make meaning
- Typically reads at Fountas & Pinnell levels E & F and Lexile 125-249

Early Reader Stage II

- Reads silently and orally for longer periods of time
- Uses punctuation to read fluently and make meaning
- Effectively manages a variety of text, including fiction and informational texts
- Is developing skills to monitor and self-correct with a focus on meaning
- Is able to connect new reading to prior reading
- Can discuss ideas from the text in a way that demonstrates understanding
- Typically reads with good comprehension at Fountas & Pinnell levels G-I and Lexile 250-399

Transitional Reader Stage I

- Frequently monitors and self-corrects while reading
- Sustains interest and fluency through longer text
- Begins to sustain characters, plot and ideas throughout a longer text
- Uses word analysis without loss of meaning or fluency
- Typically reads with good comprehension at Fountas & Pinnell levels J & K and Lexile 400-499

Transitional Reader Stage II

- Consistently monitors and self-corrects while reading
- Sustains interest and fluency through longer text over several days
- Sustains character, plot and ideas throughout a longer text



INSTRUCTIONAL READING LEVELS (K-2) | continued

- Independently uses word analysis strategies for familiar words without loss of meaning and fluency
- Typically reads with good comprehension at Fountas & Pinnell levels L-O and Lexile 500-674

Proficient Reader

Exhibits all of the previously mentioned behaviors...

- In longer and more complex texts
- In texts of greater variety
- With more critical responses to texts
- Typically reads with good comprehension at Fountas & Pinnell level P and beyond and Lexile 675+
- A reader at this stage will continue to gain additional reading skills and strategies throughout his or her school career and beyond

INSTRUCTIONAL READING LEVELS (3-5)

If a student is a proficient reader, then he/she is also given an actual reading grade level. For example, a “3” means he/she is reading at a third grade level. A 3+ means he/she is reading at a grade level higher than third grade. If your child is below grade level, the grade that your child is reading at will be indicated.

EFFORT RATING SCALE

An effort rating scale of N, S and E (Not consistent, steady and excellent) are used in the sections titled, “Work Habits” and “Self Management” and the line items titled, “Effort.”

DEFINITION OF FREQUENTLY USED TERMS

Phonemic awareness

The ability to recognize that a spoken word consists of a sequence of individual sounds.

Phonics

A method of teaching reading by correlating sounds with letters or groups of letters

Decoding

Translating letters into the spoken words they represent.

Fluency

The ability to read text effortlessly with accuracy, speed, and expression.

Reading comprehension

The ability to make meaning of a text.

Instructional reading level

The level at which a student can read with understanding, supported by teacher guidance. Text at this level is somewhat challenging to allow the student to grow as a reader, yet does not frustrate the student or result in the student merely saying the words without understanding the meaning.

Independent reading level

The level at which a student can read with understanding and ease, without assistance.

BC priority words

Lists of words created for each elementary grade level in the district that consist of the most frequently used words in writing. Students are expected to master the words for their grade level.

Textual Evidence

Information in a text that supports a conclusion, opinion, inference, or argument.

Elements of Nonfiction

Organizational features, such as tables of contents, headings, captions and text structures, which help the reader to understand and interpret a nonfiction selection.

Rubric

A systematic scoring guideline to evaluate students' performance through the use of a detailed description of performance standards.