



## Central Falls Public School District Elementary Report Card Parent Guide

The primary purpose of the elementary report card is to communicate student progress to parents, students and other school staff. The report card documents student performance over a period of time and provides feedback regarding strengths and concerns. Progress is determined through multiple measures (assessments, performance tasks, student artifacts etc.).

### ***Our New Elementary Report Card***

Our new elementary report card is aligned to the Common Core State Standards (CCSS) and reflects updates in our curricula and instruction. Parents will find:

- Categories and descriptors reflecting the CCSS in English Language Arts (ELA) and Mathematics (for more information on the CCSS see: <http://www.corestandards.org/read-the-standards/>)
- Grading keys reflecting student progress toward CCSS
- Work habits and behaviors reflecting student skills necessary to be a successful learner

### **Frequently Asked Questions**

**Q: Why does Central Falls Schools need a new elementary report card?**

**A:** CF's curricula and instruction in ELA and Mathematics have transitioned from the Rhode Island Grade Level Expectations to the CCSS.

**Q: Why a standards-based report card?**

**A:** A standards-based report card provides:

- A detailed picture of a student's academic performance and growth
- A focus on what a student demonstrates and applies in a content area

**Q: How does this help parents?**

**A:** Standards-based report cards provide parents with accurate information based on cumulative student progress throughout the marking period. In addition, standards-based report cards:

- Promote meaningful conversations at parent/teacher conferences
- Allow for careful and precise monitoring of student achievement
- Reflect grade-level standards and expectations so parents are aware of what students should know and be able to do at each grade level

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

**A:** A standards-based report card is not meant to be a list of every standard. Although teachers will be teaching all grade level standards the report card will provide parents with the necessary feedback in order to determine how their child is performing in school.

**Q: What is a rubric**

**A:** A rubric is a guide listing specific criteria for grading. Our report card currently uses a 4, 3, 2, 1 rubric which measures student achievement criteria for academic performance in content area standards.

**Q: Why does a standards-based report card use a rubric rather than letter grades?**

**A:** A standards-based report card rubric (4, 3, 2, 1) measures student achievement criteria for academic performance in content area standards. Letter grades do not reflect student performance towards state and district standards. Letter grades focus on what students “do” vs. what students “know”.

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

**A:** The learner expectations change from one marking period to the next. This means a student may meet the grade-level standard during the first marking period, but as the expectations increase, the student may or may not demonstrate the same level of proficiency during the next marking period.

**GLOSSARY**

**Abstractly-** not relating to concrete objects

**Accuracy (reading)-** reading words and text without error

**Acquires-** to get or gain (something such as an object, trait or ability)

**Analyze-** to examine something in great detail in order to understand it better or discover more about it

**Application-** the process of putting something to use

**Area-** the measurement of the inside of a figure

**Arithmetic-** the branch of mathematics that deals with addition, subtraction, multiplication and division

**Attributes/Property-** characteristics of geometric shapes (ex. A triangle has 3 line segments and 3 angles)

**Audibly-** capable of being heard; loud or clear enough to be heard

**Base Ten-** a number system that uses powers of ten

**Classifies-** to assign things or people to categories

**Coherent**- able to speak and write clearly and logically

**Common Core State Standards**- a set of college and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics. Educational standards are the learning goals for what students should know and be able to do at each grade level. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful, while also helping parents understand what is expected of their children.

**Comprehension (reading)**- understanding of text being read the ultimate goal of reading

**Conventions of Grammar**- the term used to describe punctuation, spelling and grammar

**Coordinate Plane**- a coordinate grid that extends to include both positive and negative numbers

**Current Reading Level**- the level at which a child can accurately read and understand independently

**Data**- collected and organized factual information

**Decoding**- applying word knowledge of letters and sounds to read a word

**Demonstrate**- to show or prove something clearly and convincingly

**Denominator**- the number on the bottom of a fraction that tells the total number of parts in the fraction

**Differentiates**- to show the differences between two or more things

**Discourse**- to have a formal or informal conversation about something between people or groups

**Draw Conclusions**- arrive at decisions or opinions after thinking about facts and details using prior knowledge

**Effort**- a serious attempt

**Estimation**- to give an approximate value rather than an exact answer

**Factors**- numbers multiplied to produce a product (answer)

**Features of Print**- how to hold a book, reading from left to right, knowing the difference between a letter and a word and identifying the beginning and ending of a sentence

**Fluency**-the ability to read with appropriate rate and expression to support understanding

**Generalizes**- make a broad statement or rule after examining particular facts

**Grade- Level Standard**- what a student should know and be able to do at a given grade level

**Grammar**- the system of rules by which words are formed and put together to make sentences

**High Frequency Words**- words that occur most frequently in text (ex. the, said)

**Informational Text**- texts about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

**Interpret**- to establish or explain the meaning or significance of something

**Iterating**- to consistently say the same value

**Linear**- relating to a line

**Literary Text**- stories about adventure, realistic fiction, fantasy, folk tales, fables, poetry and dramas etc.

**Multiples**- the number found by multiplying one by another number (ex. 12 is a multiple of 3 because  $3 \times 4 = 12$ )

**Numeral**- number

**Numerator**- the number on top of a fraction that tells the number of parts in the whole fraction

**Numerical Expression**- using numbers or consisting of numbers

**Perimeter**- the distance around the outside of any polygon (a closed shape with many sides)

**Phonics**- the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language

**Place Value**- the position in a number (ex. ones, tens, hundreds)

**Plane Figures**- a two-dimensional surface

**Quantitatively**- capable of being measured or expressed in numerical terms

**Reasoning**- the use of logical thinking in order to find results or draw conclusions

**Retell/Recount**- to tell the story/text again including important details, language and events in sequence

**Rubric**- a set of guidelines used to evaluate

**Summarize**- taking larger sections of a text and reducing it to key events and details

**Syllable**- a word part that contains a single vowel (a, e, i, o, u and sometimes y) sound

**Vocabulary**- the words recognized in language and print

**Volume**- (math) the amount of three-dimensional space an object occupies

**Word Analysis Skills**- process of using the relationships between spelling and pronunciation at the letter, syllable, and word levels to figure out unfamiliar words. Word analysis also refers to knowledge of the meanings and spelling of prefixes, root words, and suffixes.

**Writing Conventions**- the term we use to describe punctuation, spelling and grammar.