



REPORT CARD HANDBOOK FOR K-4 FAMILIES

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INTRODUCTION

East Quogue School utilizes a standards-based elementary report card, collaboratively designed by teachers and administrators, to effectively communicate each student's individual growth and achievements.

Partnership between educators and families is essential, and the report card serves as a tool to enhance meaningful communication. It provides families with a comprehensive understanding of their child's progress toward specific learning standards. This clarity helps families and students understand what is expected at various stages throughout the academic year, allowing for greater support of the child's success.

At the elementary level, the focus is on each student's unique progress, development, and performance. We believe that the standards-based report card, alongside parent-teacher communication, offers families valuable insights to better understand and support their child's educational journey.





STANDARDS BASED REPORT CARDS —

- Academic standards, aligned with New York State/District Learning Standards define what students are expected to know and accomplish at specific points during the school year.
- To communicate a student's progress in meeting these standards, the district utilizes the following 4-point rubric:

Student Academic Proficiency Levels

4 - Exceeding NYS/District Grade Level Standards

3 - Meeting NYS/District Grade Level Standards

2 - Progressing toward NYS/ District Grade Level Standards

1 - Not Meeting NYS/District Grade Level Standards



STANDARDS BASED REPORT CARDS —

- The behaviors highlighted in this section of the report card aid students in becoming successful, independent learners and contributing, responsible members of their class, school, and community.
- By reporting these areas separately from academic performance, families can gain specific insights into a student's progress in demonstrating the desired behaviors.

Habits of Lifelong Learning and Citizenship

3 - Consistently

2 - Frequently

1 - Occasionally

SAMPLE REPORT CARD

FRONT



Attendance

Attendance				
Attendance/Marking Period	T1	T2	T3	Total
Days Excused Absent	0	0	0	0
Days Unexcused Absent	1	0	0	1
Days Tardy	1	0	0	1

East Quogue Elementary School

Grade: 4

Proficiency
Levels 1-4



Learning Habits

Key

Scheduling Year: 2024 - 2025

Trimester

English Language Arts			Mathematics					
	T1	T2	T3		T1	T2	T3	
Writing Effort	--	--	--	Mathematics Effort	--	--	--	
Reads grade level texts accurately and fluently to support comprehension	--	--	--	Demonstrates fluency of numbers up to 12	--	--	--	
Demonstrates an understanding of story elements within a text	--	--	--	Demonstrates understanding of place value for numbers up to 1,000,000	--	--	--	
Uses key details and logical inferences to determine a theme or main idea of a text	--	--	--	Multiples multi-digit whole numbers	--	--	--	
Demonstrates an understanding of text features among a variety of genres	--	--	--	Divides multi-digit whole numbers	--	--	--	
Determines the meaning of phrases and vocabulary	--	--	--	Accurately applies strategies to solve word problems	--	--	--	
Identifies the overall structure of a text	--	--	--	Generates, orders, and compares equivalent fractions	--	--	--	
Compares and contrasts point of view of different texts	--	--	--	Adds, subtracts, and multiplies fractions with like denominators	--	--	--	
Writing	T1	T2	T3	Represents and interprets data	--	--	--	
Writing Effort	--	--	--	Understands concepts of lines and angles and classifies shapes	--	--	--	
Demonstrates a command of grade-level spelling, capitalization, punctuation, and grammar	--	--	--	Understands decimal notation for fractions	--	--	--	
Writes to communicate ideas and information clearly	--	--	--	Solves problems involving measurement	--	--	--	
Produces a well-developed and organized piece appropriate to the task	--	--	--	Science	T1	T2	T3	
Writes with purpose using appropriate techniques that pertain to the genre of writing (narrative, opinion, informative)	--	--	--	Science Effort	--	--	--	
Uses evidence from various texts to conduct research and support claims	--	--	--	Demonstrates an understanding of scientific content, practices, and concepts taught this marking period	--	--	--	
Speaking/Listening	T1	T2	T3	Social Studies	T1	T2	T3	
Effectively participates in collaborative conversations	--	--	--	Social Studies Effort	--	--	--	
Listens attentively	--	--	--	Demonstrates an understanding of social studies content, practices, and concepts taught this marking period	--	--	--	
Verbalize ideas clearly	--	--	--					
Follows verbal, multi-step directions	--	--	--					

Grade Level
Standards by Subject

Habits of Life Long Learning Standards

Shading Indicates Standards
Not Assessed This Trimester

SAMPLE REPORT CARD

BACK

Special Area Subjects				Teacher Comments		
Art (Rosenberg)		T1	T2	T3	Trimester 1:	
Follows directions and demonstrates appropriate behavior	--	--	--			
Understands and applies skills and concepts	--	--	--			
Music (Clemensen)		T1	T2	T3	Trimester 2:	
Follows directions and demonstrates appropriate behavior	--	--	--			
Understands and applies skills and concepts	--	--	--			
Spanish (Capolino)		T1	T2	T3	Trimester 3:	
Follows directions and demonstrates appropriate behavior	--	--	--			
Understands and applies skills and concepts	--	--	--			
Physical Education (Davin)		T1	T2	T3		
Follows directions and demonstrates appropriate behavior	--	--	--			
Understands and applies skills and concepts	--	--	--			
STEAM (Hogan)		T1	T2	T3		
Follows directions and demonstrates appropriate behavior	--	--	--			
Understands and applies skills and concepts	--	--	--			
Instrumental Music/Band (Russo)		T1	T2	T3		
Follows directions and demonstrates appropriate behavior	--	--	--			
Understands and applies skills and concepts	--	--	--			
Band Comments						
Trimester 1						
Trimester 2						
Trimester 3						
Intervention Services and ENL Key					AIS and ENL Performance	
NE New Entrant						
LG Limited Growth (Limited understanding of learned strategies; requires assistance to produce work)						
GG Gradual Growth (Gradual progress; beginning to apply learned strategies with frequent assistance)						
CG Consistent Growth (Working toward meeting grade-level expectations; applies learned strategies with support)						
UA Unsatisfactory Attendance						
MC Monitoring Continues						
EO Exit Criteria Met						
Intervention Services: ELA (Baltazar)		T1	T2	T3		
ELA - Teacher	--	--	--			
Intervention Services: Math (Baltazar)		T1	T2	T3		
Math - Teacher	--	--	--			
ENL Services (Baltazar)		T1	T2	T3		
Proficiency Level	--	--	--			
Speaking	--	--	--			
Listening	--	--	--			
Reading	--	--	--			
Writing	--	--	--			

Detailed Teacher
Comments For Trimester

FAQ



Q: Why are some indicators on the report cards shaded Gray?

A shaded box means that the curriculum has not yet addressed that standard/skill in the designated trimester. While some standards/skills are embedded in the curriculum throughout the entire school year, others are only addressed at certain times of the school year.

Q: How does a teacher determine student's performance?

Teachers determine a student's performance by regularly:

- Observing and evaluating students classroom performance.
- Conferencing with students.
- Reviewing student work. Using formative assessments and summative assessments.

Q: If a child has a "2" in several areas on the report card, does that mean he/she is not doing well?

A child might be performing well overall, yet still have specific areas that need more time to grasp a skill or concept fully. As various learning standards are introduced throughout the school year, a score of "2" could signify that the child is still in the process of developing the ability to demonstrate the identified skill or concept with minimal assistance.

Q: How can a child earn a "4" on the report card?

As detailed in the standards-based rubric on page 4, a child who is performing at a Level 3 is meeting the grade-level expectations, which is the primary goal for all children on the standards-based report card. To perform at a Level 4, a child must demonstrate understanding of concepts and skills and apply it to new and higher-level questions without assistance.

Q: Can a child perform at a Level 3 in one trimester and then move to a lower level in the next trimester?

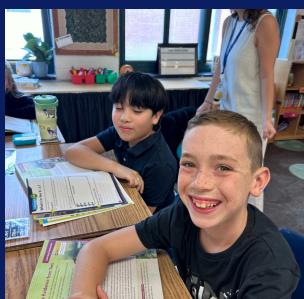
Yes. Since the expectations and the content introduced in each subject evolves throughout the school year, a student may perform at a Level 3 in one trimester and then move to a lower level in the following trimester(s). Students often demonstrate understanding of new skills and concepts at different rates throughout the year. It is possible that the child is not yet demonstrating understanding of the skill or concept with the level of independence required for a Level 3.

Q: How can families assist their child in achieving the grade-level standards on the report card?

- Review the grade-level NYS Standards
- Encourage your child to show age-appropriate independence in completing schoolwork and activities.
- Provide support, as needed, to help your child successfully complete homework assignments.

FAQ

CONT.



Q: Why aren't all of the NYS Learning Standards included on the report card?

A standards-based report card does not necessarily capture all of the learning standards included in the curriculum for a grade level. When teachers and administrators constructed the report cards, they selected or wrote descriptions for groupings of the standards that are considered to be the major focus standards for the grade level.

Q: How can families talk with their child about the report card?

Celebrate/highlight the areas in which the child demonstrated strengths. In addition to recognizing achievement, be sure to acknowledge personal growth and improvement. For areas that may require additional development, discuss: What challenges the child has in understanding the concept or skill. What can be done to help the child feel more confident with the concept or skill.

Q: Why do the elementary schools use trimesters for progress reports instead of quarters like the middle and high schools?

Trimesters give our youngest students extra time to develop and demonstrate the concepts and skills taught at their grade level.

Q: What can families do at home to support their child's learning?

Families play a vital role in supporting their child's learning at home through these key strategies:

- Create a Dedicated Study Space: Set up a quiet, well-lit area with essential supplies to help your child focus and stay productive.
- Establish Consistent Routines: Regular study times build good habits and set clear expectations for learning.
- Encourage Daily Reading: Reading frequently boosts vocabulary, comprehension, and overall academic success.
- Foster a Positive Attitude Toward Learning: Your enthusiasm for education can inspire and motivate your child.
- Support Critical Thinking: Ask open-ended questions to develop your child's problem-solving and analytical skills.
- Balance Screen Time: Limiting screen use and incorporating physical activities improves focus and overall well-being.
- Maintain Communication with Teachers: Staying connected with educators ensures concerns are addressed and reinforces a team effort in your child's education.

Q: If my child received AIS or ENL services where can I see their progress?

Students receiving ENL or AIS services will have their progress documented on the back of the report card. Please refer to the example report card in this handbook to identify where this information will appear.