



North Shore Schools

Elementary Standards-Based Report Card

Parent Guide

North Shore Schools

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Frequently Asked Questions

What are standards?

- Standards are statements of what children should know and be able to do at the end of a given year of school. Standards are written for each grade level and developed in such a way that they build upon each other from grade to grade.

What are the advantages of a standards-based report card?

- You and your child know exactly what is expected in order to master the goals for a particular subject area.
- The expectations for what your child should be able to do at a grade level are consistent across the district.
- You receive information for each of the standards in addition to an overall grade for the entire subject area.
- Your child is assessed with respect to standards rather than compared to other students.

How does this new report card help my child?

- Utilizing a standards-based report card provides more specific information about your child's individual strengths and areas of focus in his/her progress in meeting the standards each year. This will allow you to be better able to support your child's learning at home.

Why might I see a “/” mark in certain areas of the report card?

- A “/” mark is used to indicate that a standard is not addressed and/or not assessed at a given time.
- Some standards are addressed and assessed throughout the school year. However, there are some standards that are only focused on during specific marking periods.

What does “Meets” indicate?

- This indicator suggests that the student consistently and independently meets all criteria of the grade-level standard at the point in the year when formal instruction and assessment related to all aspects of the standard has occurred.
- For most standards, which are end-of-year expectations, a student would not be able to receive an "M" at the end of the first marking period.
- Every student progresses at his/her rate own rate toward mastery of a standard and the teacher will notify parents of any concerns about a student's progress.

What does “Progressing” indicate?

- Progressing indicates that your child is meeting the expectations of a standard at that point in the school year. Many of the standards are taught and assessed over multiple marking periods. Students cannot receive an “M” until formal instruction and assessment related to that standard are complete.

What is the difference between an indicator of “Beginning to progress” and “Progressing” toward the standard?

- Progressing toward a standard means that your child is meeting the expectations of a standard at that point in the school year.
- Beginning to progress toward a standard means that your child may need extra time, experience and/or intervention for concepts, processes, and skills to be developed towards mastery. Areas with this indicator may require further discussion with your child’s teacher.

What is the difference between an indicator of “Progressing” toward the standard and “Meets” the standard?

- Progressing toward a standard means that your child is adequately meeting the expectations of a standard at that point in the school year.
- Meeting the standard means that your child meets all criteria of the grade-level standard at the point in the year when formal instruction and assessment related to all aspects of the standard has occurred.

What about the Arts Standards?

- The standards for these disciplines are multi-year expectations; therefore, it is unlikely that students will reach mastery of the elementary expectations after one year.

What does it mean if an indicator for a particular standard changes from marking period to marking period?

- The end-of-year expectations contained within a particular standard remain the same. However, the content associated with a standard could be taught over multiple marking periods.
- A student might be “Progressing” at the end of the first marking period indicating that he or she has learned all of the content from the current marking period. However, the student might need extra support with the new content taught in a subsequent marking period and might receive a score of “Beginning to Progress” for the overall standard.
- A student might have met a particular standard at the end of a marking period. However, in a subsequent marking period, the student might not independently and consistently meet that standard. Hence, the student might receive a score of “Progressing” or “Beginning to Progress” suggesting that the student needs additional reinforcement with the content related to the standard.

Who should I contact if I have questions about the new report card?

- If the question pertains to the structure, philosophy, or reasoning behind the new report card, please contact your building principal or the curriculum director for the specific area about which you have a question.

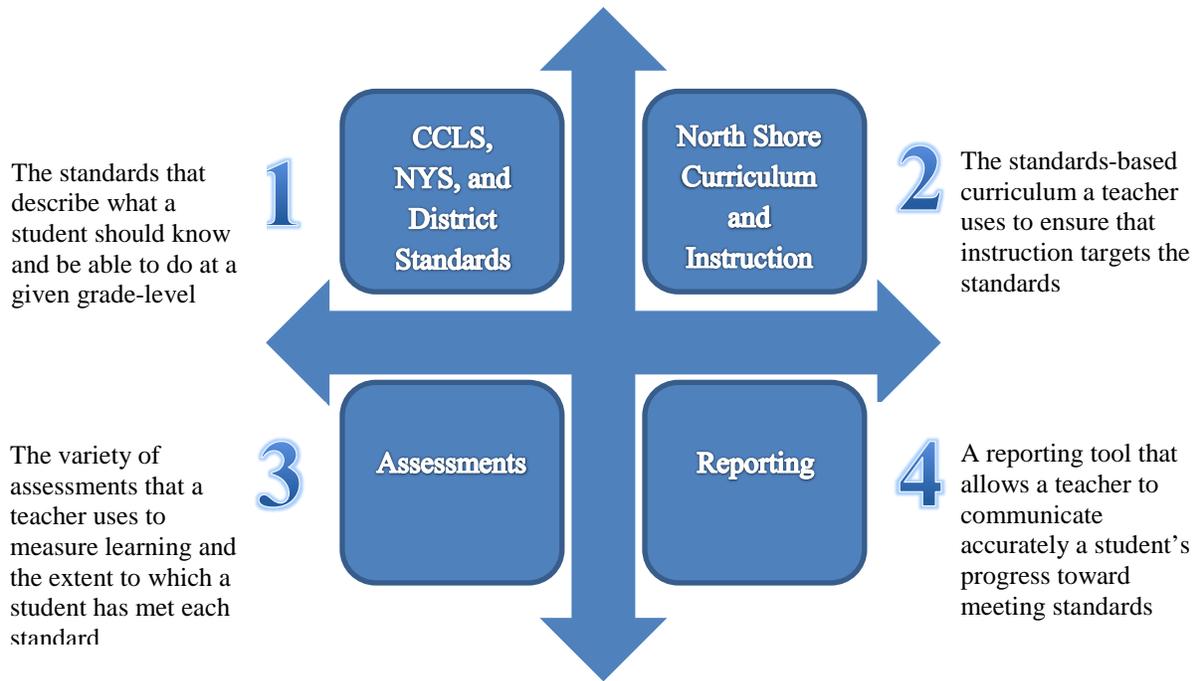
Building Principals	Glen Head School – Lori Nimmo – 277-7701 Glenwood Landing School – Bridget Finder - 277-7601 Sea Cliff School – Chris Zublionis – 277-7501
Elementary Curriculum Directors and Assistant Directors	Humanities – Devra Small – 277-7733 STEM – Carol Smyth - 277-7733 Special Education – Francine Paladino - 277-7900
District-Wide Directors	Director of the Arts – Dalia Rodriguez – 277-7045 Director of Athletics and Physical Education – Don Lang – 277-7040 Special Education – Chris Marino - 277-7900 World Languages – Ana Aguiar – 277-7070

- If the question pertains to your child’s progress towards meeting the standards and their specific performance towards the standards, please contact the teacher of the area that is in question (e.g. classroom teacher for academic areas, special areas, World Languages).

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Overview of a Standards-Based System

There are four essential components of a standards-based system:



As part of our standards-based system, the standards-based elementary report card is designed to fully communicate what students are expected to know and be able to do as set forth in the Common Core State Standards for English Language Arts/Literacy and Mathematics, as well as content area Learning Standards established by the New York State Education Department. It represents the rigor required to build a strong foundation for college and career readiness.

A standards-based report card communicates student progress toward meeting end-of-year learning standards. Teachers assess student performance against these learning standards, which are specific and observable grade-level skills articulated in the North Shore Schools elementary curriculum. Teachers do this by measuring individual student performance against the identified concrete learning standards, rather than in relation to the performance of other students. From the very beginning of the school year, the standards-based report card keeps teachers, parents, and students focused on the desired outcomes for year-end learning goals.

The North Shore Schools place a strong value on home-school partnerships, and we view the report card as an important tool in furthering our shared understanding about student growth in both the academic areas and behaviors that support student learning.

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Overview of Sections of New Report Card

This section reports on your child's overall behaviors that support learning.

INDICATORS FOR BEHAVIORS THAT PROMOTE LEARNING
 C The student consistently demonstrates the behavior.
 O The student often demonstrates the behavior.
 S The student sometimes demonstrates the behavior.
 R The student rarely demonstrates the behavior.

These indicators are used to assess behaviors that support learning.

BEHAVIORS THAT PROMOTE LEARNING	Behavior Indicators		
	F	W	S
Committed Individual			
Works independently and asks for help when needed	C	C	C
Organizes workplace and materials	C	C	C
Makes productive use of class time	C	C	C
Perseveres when challenged	C	C	C
Strives to produce high quality work	C	C	C
Sets and strives toward learning goals	C	C	C
Follows directions	C	C	C
Demonstrates effort in homework	C	C	C
Collaborator			
Participates cooperatively with others to achieve shared goals	C	C	C
Shows respect and recognizes the feelings of others	C	C	C
Follows school and classroom rules	C	C	C

BEHAVIORS THAT PROMOTE LEARNING	Behavior Indicators		
	F	W	S
Thinker, Problem Solver, and Innovator			
Uses prior knowledge and experiences to solve problems	C	C	C
Explains answers and makes adjustments	C	C	C
Solves problems in different ways	C	C	C
Communicator			
Speaks effectively in front of a group	C	C	C
Listens attentively to gain understanding	C	C	C
Contributes effectively through speaking, writing, and/or drawing	C	C	C

INDEPENDENT READING LEVELS			
Testing Period	October	February	June
Benchmark	Level N	Level O	Level P
Reading Level	Level N	Level O	Level P

The attendance area provides a record of number of days absent or tardy in each marking period.

ATTENDANCE	Fall	Winter	Spring	Total
Absent	0	0	0	0
Tardy	0	0	0	0

This section includes your child's reading levels.

INDICATORS FOR ACADEMIC PROGRESS
 M The student consistently and independently meets the standard.
 P The student is progressing toward consistently and independently meeting the standard.
 B The student is beginning to progress toward the standard but requires extra time, experience, and/or intervention for concepts, processes, and skills to develop.
 N The student is not yet demonstrating progress toward the standard.
 / Standard not addressed and/or not assessed at this time

These indicators are used to assess academic progress.

These sections report on your child's academic progress.

SOCIAL STUDIES	Progress Indicators		
	F	W	S
History			
Understands that history is filled with many versions of the same event	M	M	M
Understands that historical events have multiple causes and effects	M	M	M
Economics			
Understands that people make decisions to meet their unique needs and wants	M	M	M
Geography			
Understands that where you live impacts how you live	M	M	M
Civics and Citizenship			
Understands that community values determine rule-making and problem-solving	M	M	M
Overall Achievement in Social Studies	Approaching Expectations		

SCIENCE		Progress Indicators		
		F	W	S
Scientific Concepts				
Demonstrates an understanding of the concepts within the Food Chains and Webs Unit		M	M	M
Demonstrates an understanding of the concepts within the Rocks and Minerals Unit		M	M	M
Demonstrates an understanding of the concepts within the Land and Water Unit		M	M	M
Scientific Practices				
Asks and answers scientific questions		C	C	C
Plans and carries out investigations		C	C	C
Collects and records data		C	C	C
Analyzes data and constructs explanations		C	C	C
Overall Achievement in Science		Approaching Expectations		

Classroom Teacher Comments
Fall Marking Period

Classroom Teacher Comments
Winter Marking Period

These sections provide classroom teacher comments for the fall and winter marking periods.

Principles of Standards-Based Assessment and Reporting

- ❖ Assessment and reporting should be based on clearly specified learning goals and performance standards.
- ❖ Reporting provides a snapshot of performance with respect to an end-of-year standard at a particular point in time.
- ❖ Progress toward the academic standards and behaviors that support learning are assessed and reported separately.
- ❖ Evidence for reporting progress should be both valid and reliable.

Report Card Indicators

The report card includes three types of indicators which provide information about your child's learning. The first are indicators for behaviors that promote learning. The second are indicators for academic progress. The third are indicators of overall achievement in a subject area.

Indicators for Behaviors that Promote Learning

Behaviors that promote learning will be reported with a set of letters as indicators of the consistency with which the student demonstrates each designated behavior. These indicators will be used to report on overall learning behaviors and behaviors with respect to the mathematical practices and scientific practices.

- C** The student **consistently** demonstrates the behavior.
- O** The student **often** demonstrates the behavior.
- S** The student **sometimes** demonstrates the behavior.
- R** The student **rarely** demonstrates the behavior.

Indicators for Academic Progress

Academic progress with respect to the grade-level standards in literacy, social studies, math, science, physical education, art, music, and World Languages will be reported with a set of letters as indicators of academic progress toward grade-level standards.

- M** The student consistently and independently **meets** the standard.
- P** The student is **progressing** toward consistently and independently meeting the standard.
- B** The student is **beginning to progress** toward the standard but requires extra time, experience, and/or intervention for concepts, processes, and skills to develop.
- N** The student is **not yet demonstrating progress** toward the standard.
- /** Standard not addressed and/or not assessed at this time.

Based upon instruction related to the grade-level standard, the indicator provides information about the student's performance with respect to the descriptor.

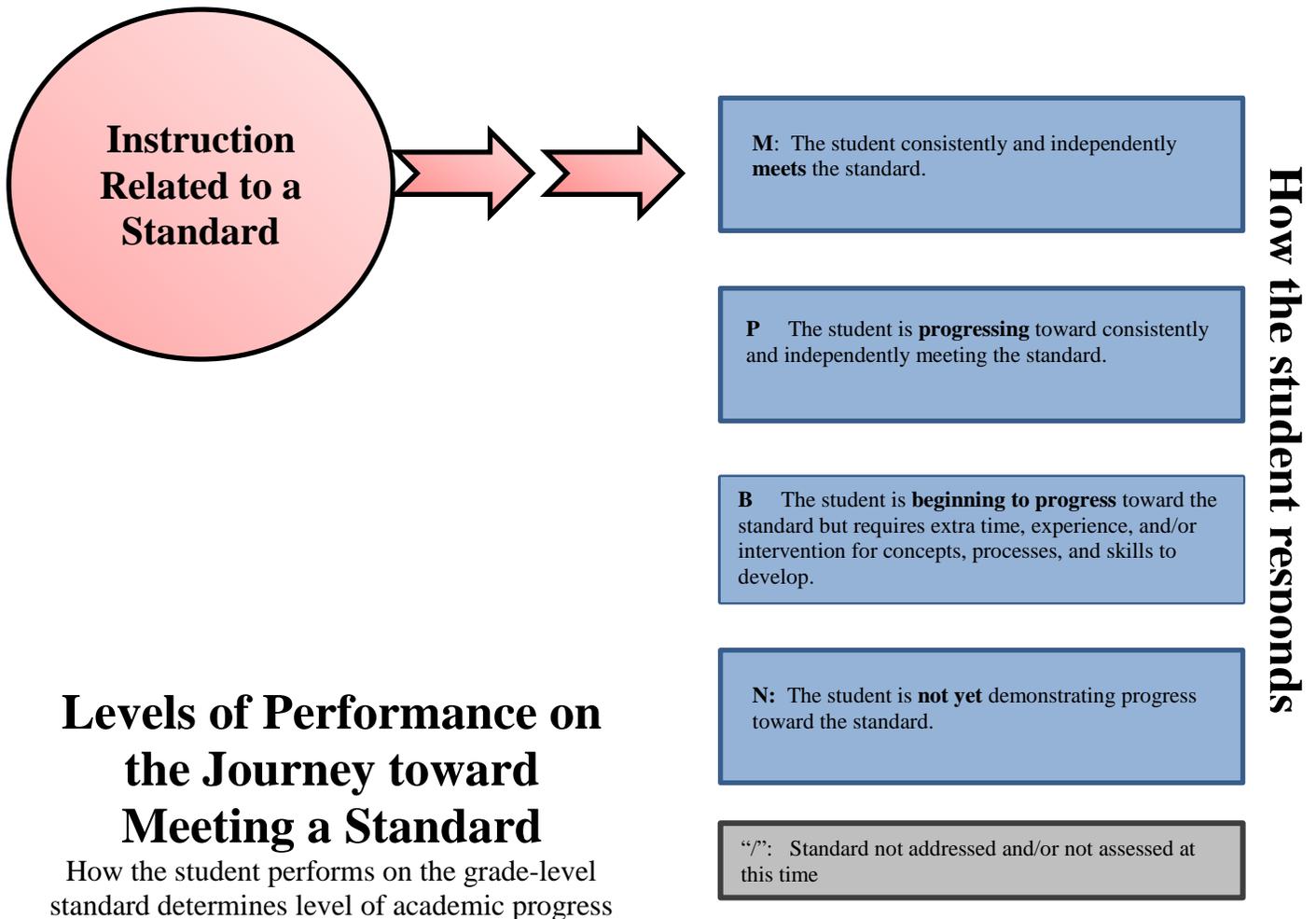
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Indicators for Overall Achievement

Overall achievement in literacy, social studies, math, science, physical education, art, music, and World Languages for a marking period will be reported with the following indicators:

Exceeding Expectations	The student's work exceeds the expectations for the quality of work within the subject area during the marking period
Meeting Expectations	The student's work meets the expectations for the quality of work within the subject area during the marking period
Approaching Expectations	The student's work is approaching the expectations for the quality of work within the subject area during the marking period, but does not yet meet the expectations
Area of Concern	The student's work is not meeting expectations for the quality of work within the subject area

Indicators for Academic Progress



Levels of Performance on the Journey toward Meeting a Standard

How the student performs on the grade-level standard determines level of academic progress

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Mastery

*The student consistently and independently **meets** the standard.*

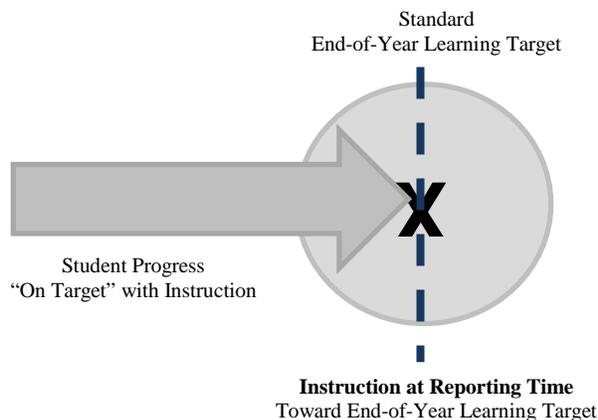
This indicator suggests that the student consistently and independently meets all criteria of the grade-level standard at the point in the year when formal instruction and assessment related to all aspects of the standard has occurred.

Reported grades are based upon student performance related to standards addressed within the units of study for which formal instruction has been completed and assessment has been provided. Most standards are complex and formal instruction and assessment of each standard would occur over two or three marking periods. Depending on the grade level, formal instruction and assessment would be completed for only a few standards during the first reporting period. Therefore, for most standards, a student would not be able to receive an "M" at the end of the first marking period.

For example, for the third grade math descriptor, "Solves multi-step world problems involving the four operations," the underlying standard requires students to:

- solve multi-step word problems using the four operations
- represent these problems using equations with a letter standing for the unknown quantity
- assess the reasonableness of answers using mental computation and estimation strategies including rounding

Instruction and formal assessment related to this standard would take place over the first two reporting periods. At the end of the second reporting period, when formal instruction and assessment related to all aspects of the end-of-year learning target has occurred and a student consistently and independently demonstrates mastery of the standard, the student would receive an "M."



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Progressing

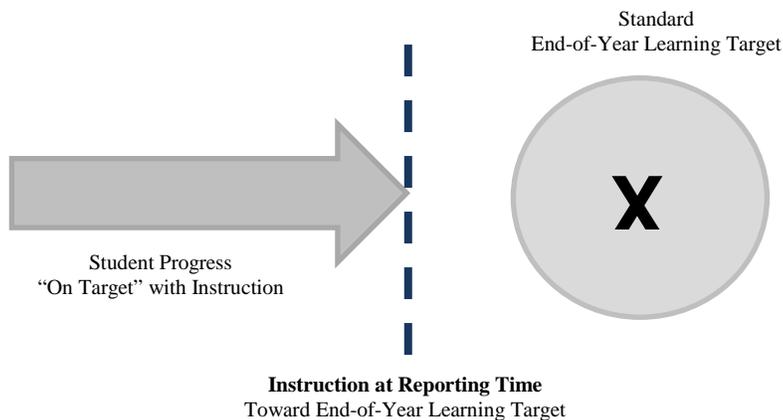
The student is **progressing** toward consistently and independently meeting the standard.

This indicator suggests that the student meets the criteria of the grade-level standard for which formal instruction and assessment has occurred. The student's progress toward consistently and independently meeting the standard is "on target" with standard-aligned instruction.

As an example, for the first grade report card descriptor in math, "Adds and subtracts within 20," the underlying standard requires students to be able to add and subtract within 20 demonstrating fluency for addition and subtraction within 10 as well as use strategies such as:

- counting on;
- making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$);
- decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$);
- using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and
- creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

If formal instruction and assessment within the first marking period focused on the dimensions of the standard related to addition and subtraction within 10 and the student mastered those aspects of the standard, the students' progress would be on-target with instruction; the student would receive a "P."



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Beginning to Progress

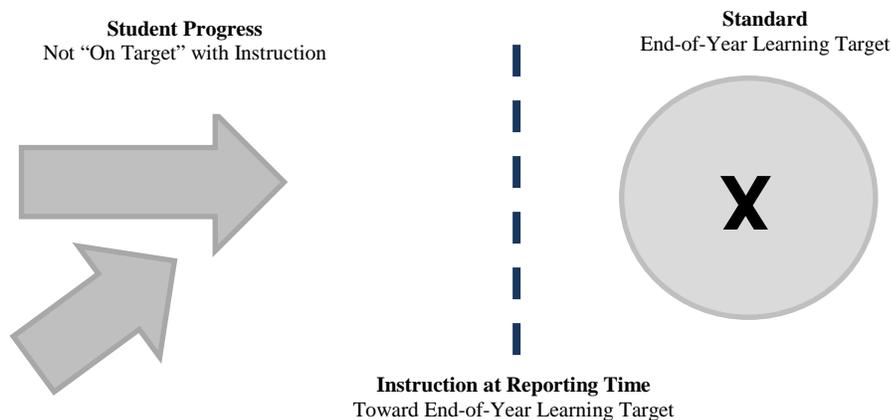
The student is **beginning to progress** toward the standard but requires extra time, experience, and/or intervention for concepts, processes, and skills to develop.

This indicator suggests that the student has not yet met the criteria of the grade-level standard for which formal instruction and assessment has occurred. The student’s progress toward consistent and independent mastery of the standard is not “on target” with standards-aligned instruction.

Building upon the example from above, for the first grade report card descriptor in math, “Adds and subtracts within 20,” where the underlying standard requires students to be able to add and subtract within 20 demonstrating fluency for addition and subtraction within 10 as well as use strategies such as:

- counting on;
- making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$);
- decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$);
- using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$);
- and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$),

formal instruction and assessment at the end of a particular reporting period might have focused upon addition and subtraction within ten. A student might have mastered addition within ten but be struggling with the aspects of subtraction within ten. Therefore, extra time, experience, and/or intervention would be required to support the student in working toward the Standard. The intervention could take on a range of forms, including additional time, differentiated instruction within the classroom, or extra academic support, depending upon the needs of the learner.



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Not Yet Demonstrating Progress

*The student is **not yet** demonstrating progress toward the standard.*

This indicator suggests that the student has not demonstrated progress toward the criteria of the grade-level standard.

In the example above, the student has not made progress with respect to the standard.

“/” Standard Not Addressed and/or Not Assessed at This Time

This indicator suggests that the standard was not addressed in the current report card. Formal instruction and assessment in the reporting period were not focused on and/or did not allow for assessment of the standard. The standard might be addressed in a subsequent marking period or the amount of instruction related to the standard in the current marking period might not allow for formal assessment and subsequent reporting of progress related to the standard.

Behaviors That Promote Learning

At North Shore, behaviors within the categories of committed individual; collaborator; thinker, problem solver, and innovator; and communicator have been identified as behaviors that foster growth and learning. The consistency with which the student demonstrates the following behaviors that promote learning are assessed with the indicators for behaviors that promote learning. For each descriptor, the student is reported as consistently, often, sometimes, or rarely demonstrating the particular behavior.

Committed Individual

- ❖ Works independently and asks for help when needed
- ❖ Organizes workplace and materials
- ❖ Makes productive use of class time
- ❖ Perseveres when challenged
- ❖ Strives to produce high quality work
- ❖ Sets and strives toward learning goals
- ❖ Follows directions
- ❖ Demonstrates effort in homework

Collaborator

- ❖ Participates cooperatively with others to achieve shared goals
- ❖ Shows respect and recognizes the feelings of others
- ❖ Follows school and classroom rules

Thinker, Problem Solver, and Innovator

- ❖ Uses prior knowledge and experiences to solve problems
- ❖ Explains answers and makes adjustments
- ❖ Solves problems in different ways

Communicator

- ❖ Speaks effectively in front of a group
- ❖ Listens attentively to gain understanding
- ❖ Contributes effectively through speaking, writing, and/or drawing

Standards-Aligned Descriptors

The Common Core State Standards aim to provide a consistent and clear understanding of what students are expected to learn. Aligning our report cards to the Common Core State Standards enables teachers to provide specific feedback about a child's progress as he/she works to reach proficiency in meeting grade level expectations.

In addition to the Common Core State Standards for English Language Arts and the Common Core State Standards for Mathematics, New York State outlines content specific learning standards for Science, Social Studies, Physical Education, World Languages, and The Arts.

It is our hope that by providing you with detailed information regarding academic and behaviors expectations for your child that you and your child's teacher can better work together to assure your child's success.

To find out more about the Common Core State Standards and content specific New York State Learning Standards please visit the New York State Department of Education website at <http://www.p12.nysed.gov/ciai/standards.html>. To read more about the Common Core State Standards and to find parent and family resources please visit <http://engageny.org/parent-and-family-resources>.

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Literacy

The report card descriptors for Literacy are divided into these four categories:

- Reading (includes the standards for Literature, Informational Text, and Foundational Skills)
- Writing
- Listening and Speaking
- Language

Independent Reading Levels are also included on the report card. Grade-level benchmarks are set three times a year to ensure that students are moving towards the end of the year standard. The benchmarks are listed on the report card above your child's current independent reading level.

All of the descriptors on the report card will be addressed by the end of the year. Please note, however, that some of the descriptors may not be addressed or assessed within some marking periods. These are marked /.

The sample below is taken from the first grade report card.

LITERACY	Progress Indicators		
Reading	F	W	S
Applies phonics and word analysis skills			
Reads high-frequency words			
Describes characters, setting, and major events in the story			
Reads and comprehends grade leveled texts			
Writing	F	W	S
Writes with a sense of closure			
Writes with well-sequenced events			
Writes with some details or facts			
Strengthens writing, as needed, by revising and editing			
Speaking and Listening	F	W	S
Participates in discussions by listening actively or contributing ideas			
Asks questions to seek help, be informed, or deepen understanding			
Communicates thoughts and ideas effectively			
Produces complete sentences, when appropriate to the task and situation			
Language	F	W	S
Writes legibly and accurately forms all letters			
Demonstrates a command of capitalization and punctuation			
Spells high-frequency words correctly			
Uses learned spelling patterns when writing words			
Uses acquired vocabulary words and phrases			
Overall Achievement in Literacy			



Your child's progress with respect to literacy content descriptors

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Social Studies

The report card descriptors for Social Studies are organized as follows:

- History
- Economics
- Geography
- Civics and Citizenship

These disciplines, and the practices and standards related to them, are taught through these topics:

Kindergarten: “Self and Others”

First Grade: “My Family and Other Families, Now and Long Ago”

Second Grade: “My Community and Other Communities”

Third Grade: “Communities around the World”

Fourth Grade: “New York State and Local History and Government”

Fifth Grade: “The Western Hemisphere”

All of the descriptors on the report card will be addressed by the end of the year. Please note, however, that some of the descriptors may not be addressed or assessed within some marking periods. These are marked /.

The sample below is the same across the grade levels.

SOCIAL STUDIES	Progress Indicators		
	F	W	S
History	F	W	S
Understands that history is filled with many versions of the same event	---	---	---
Understands that historical events have multiple causes and effects			
Economics	F	W	S
Understands that people make decisions to meet their unique needs and wants	---	---	---
Geography	F	W	S
Understands that where you live impacts how you live			
Civics and Citizenship	F	W	S
Understands that community values determine rule-making and problem-solving	---	---	---
Overall Achievement in Social Studies			

Your child's progress with respect to social studies content descriptors

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Mathematics

These Standards define what students should understand and be able to do in their study of mathematics. One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student’s mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from. Within the Standards, mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years.

Please note that, though all of the descriptors will be addressed over the course of the year, all of the descriptors will not be addressed in each marking period.

Progress with mathematical practices will be reported with indicators for behaviors that support learning and progress with content will be reported with indicators of academic progress.

The selections below are taken from the fourth grade report card.

MATHEMATICS	Progress Indicators		
	F	W	S
Number and Operations in Base 10 Content			
Understands multi-digit place value			
Uses place value understanding and properties of operations to perform multi-digit arithmetic			
Operations and Algebraic Thinking Content	F	W	S
Knows number facts fluently			
Uses operations with whole numbers to solve problems			
Solves multi-step word problems			
Numbers and Operations – Fractions Content	F	W	S
Understands fraction equivalence and ordering			
Performs operations with and solves problems involving fractions			
Understands decimal notation for fractions and compares decimals			

Your child’s progress with respect to mathematics content descriptors

Mathematical Practices	Behavior Indicators		
	F	W	S
Makes sense of problems and perseveres in solving them			
Attends to precision	-	-	
Reasons and explains mathematically			

Your child’s behavior with respect to mathematical practice descriptors

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Science

The standards-based units of study within our science program are organized to provide students with stimulating experiences in the life, earth, and physical sciences while developing their critical-thinking and problem-solving skills. The inquiry-based lessons allow students to learn scientific concepts and skills and to acquire scientific attitudes and habits of mind.

Students engage in the construction of understanding of concepts through the practices of participation in experiments and activities as well as careful consideration of the outcomes of learning activities and experiments.

Progress with scientific practices will be reported with indicators for behaviors that support learning and progress with scientific concepts will be reported with indicators of academic progress.

The sample below is taken from the second grade report card.

SCIENCE			
Scientific Concepts	Progress Indicators		
	F	W	S
Demonstrates an understanding of the concepts within the Changes Unit			
Demonstrates an understanding of the concepts within the Balancing and Weight Unit			
Demonstrates an understanding of the concepts within the Plant Growth and Development Unit			
Scientific Practices	Behavior Indicators		
	F	W	S
Asks and answers scientific questions			
Plans and carries out investigations			
Collects and records data			
Analyzes data and constructs explanations			

Your child's progress with respect to scientific content descriptors

Your child's behavior with respect to scientific practices

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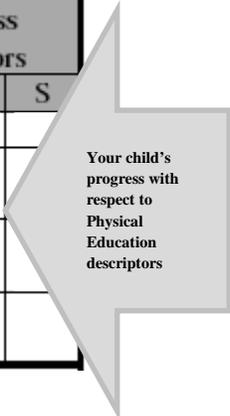
Physical Education

The objective of the elementary physical education curriculum is to teach students the concepts of body, space, effort, and relationships while promoting fundamental movement skill competence. Starting in Kindergarten, students are introduced to a variety of movement patterns, skills, and concepts which gradually increase in complexity as they become older. Movement patterns, such as hopping, skipping, and jumping, are taught first as a basis for all other skills from which to build. Fundamental skills, such as throwing, catching, and kicking, are incorporated into the movements with an emphasis on correct form and repetition. Then, cognitive concepts of power, balance, agility, reaction time, strategy, and tactics, give way to conversations on how to apply the skills and movements learned. Students learn to enjoy being active and exploring what their own body can do.

Elementary physical education teaches students to become lifelong movers and to enjoy living a healthy and active lifestyle. They have a basic understanding of skills and concepts that will provide a positive transition to the Middle School physical education curriculum.

The sample below is the same across the grade levels.

PHYSICAL EDUCATION	Teacher:	Progress Indicators		
		F	W	S
Performs a variety of motor skills and movement patterns				
Has knowledge of concepts and principles related to movement and performance				
Has the knowledge to achieve, maintain a healthy level of physical activity and fitness				
Understands the values and benefits from involvement in various types of physical activities				

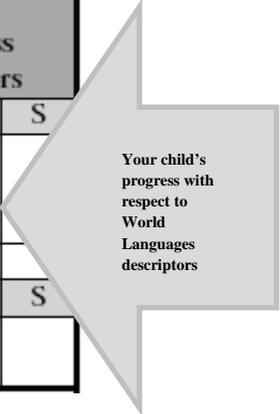


World Languages

The World-Readiness Standards for Learning Languages (ACTFL 2015) include the five “C” goal areas (communication, cultures, connections, comparisons, and communities), with standards for each goal. In world languages in the elementary school, the focus is on communication and comparisons. Students use interpersonal, interpretive, and presentational skills to communicate effectively in a world language in order to function in a variety of situations and for multiple purposes. Students also develop insight into the nature of language and culture in order to interact with cultural competence. The goal of the program is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to students’ future careers and experiences.

The sample below is the same across the grade levels.

WORLD LANGUAGES	Teacher:	Progress Indicators		
Communication		F	W	S
Engages in conversations, expresses feelings, and exchanges ideas in target language				
Understands written and/or spoken target language				
Writes and/or speaks in target language				
Comparisons		F	W	S
Understands the concept of culture by comparing target culture with his/her own				



Your child's progress with respect to World Languages descriptors

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Visual Arts

The objective of the elementary Visual Art standards is to expose students to a variety of art concepts, genres, artists mediums, skills, techniques and a myriad of opportunities to problem solve, think critically and creatively. These experiences will cultivate an appreciation of the visual arts, and provide students with the tools they need to express their ideas visually. Through engaging with standard- based art curriculum, students develop strong collaboration and communication skills, perseverance, and self-efficacy. With these standards, process and product are equally important.

Please note that, though all of the descriptors will be addressed over the course of the year, all of the descriptors will not be addressed in each marking period.

The sample below is taken from the first grade report card.

VISUAL ARTS Teacher:	Progress Indicators		
	F	W	S
Organizes and develops ideas for artistic work			
Refines and completes artistic work			
Describes, analyzes, interprets, evaluates and reflects on artistic works			
Connects with other disciplines			
Connects art to knowledge and personal experiences			



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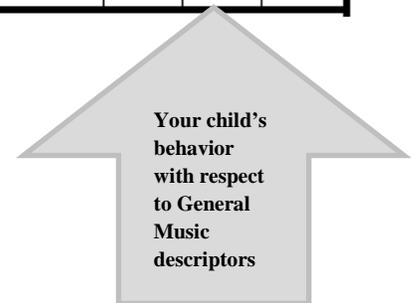
Performing Arts

The objective of the elementary Performing Art standards is to expose students to a variety of music concepts, skills, techniques, and a myriad of opportunities to problem solve, think critically and creatively. These experiences will cultivate an appreciation of music, and provide students with the tools they need to express themselves through music. Through engaging with standard- based music curriculum, students develop strong collaboration and communication skills, perseverance, and self-efficacy. With these standards, process and product are equally important.

Please note that, though all of the descriptors will be addressed over the course of the year, all of the descriptors will not be addressed in each marking period.

The sample below is taken from the second grade report card.

GENERAL MUSIC Teacher:	Progress Indicators		
	F	W	S
Selects, analyzes, and interprets music for performance			
Connects music to other disciplines and personal experiences			
Composes and arranges musical ideas			
Responds to and analyzes music using terms related to the musical elements			



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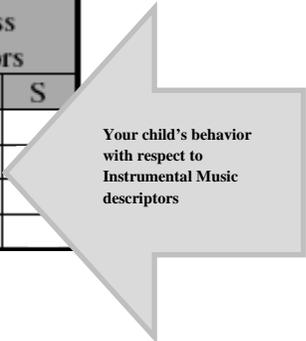
Instrumental Music

The standards for this discipline are multi-year expectations. Therefore, most students would not be expected to reach mastery of the standards until the end of fifth grade.

This section of the report card provides information about each student's progress related to the content standards.

The sample below is taken from the third grade report card.

INSTRUMENTAL MUSIC Teacher:	Progress Indicators		
	F	W	S
Develops and refines artistic work for performance			
Responds to and analyzes artistic work			
Connects artistic ideas with cultural and historic context			
Composes and improvises melodic and rhythmic ideas			



Your child's behavior
with respect to
Instrumental Music
descriptors

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