



REPORT CARD GUIDE **K-6**

This guide was designed for you, the parent of a Kingston City School District student. It is a resource to help you understand how grades will be reported. If you have questions about the standards-based report card, please do not hesitate to ask your child's classroom teacher.



STANDARDS-BASED REPORT CARDS

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

1. The **content standards**, as outlined by the 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-based **curriculum** that a teacher uses to ensure that classroom instruction targets these standards;
3. The **assessments** that a teacher uses to measure learning and the extent to which a student has met each standard;
4. The **communication tool** that allows a teacher to report accurately a student's progress toward meeting standards four times throughout the school year.

Why have the report cards changed?

- New York State has moved to standards-based education
- All schools in New York are working with the same set of expectations (standards). These standards prepare students for the real world of work and higher education.
- If all students are to meet the standards, then matching practice, programs, and procedures must be in place.
- Curriculum, instruction, and assessment will be aligned to these standards across the district.
- Standards-based reporting ensures that all schools provide equal opportunities to learn.

How will students and parents benefit?

- The report card provides detailed feedback about your child's learning throughout the school year.
- You will understand the expectations and be able to provide support at home.
- Teachers across the district will have common goals and expectations, providing for greater consistency across each grade level.

Are students measured against year-long standards or are there quarterly expectations for each standard?

- The KCSD has created curricula that allow for student progression through the standards. Quarterly expectations are embedded with instruction and expectations rise as the year progresses.



What are the proficiency levels on the report card?

The proficiency level represents a student's progress on the report card. There are 7 levels of achievement, beginning at 1 and ending at 4.

4	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. This student shows initiative, challenges him or herself, and demonstrates this advanced knowledge at school. A "4" is difficult to obtain and indicates remarkably high achievement.
3.5	Earning a "3.5" means that a student has demonstrated achievement at a level 3 and is approaching achievement at a level 4.
3	Earning a "3" means that a student has proficient understanding and meets grade-level expectations. We want all of our students to reach this level. A student receiving a "3" is right on track with our high academic expectations. A "3" is something to be celebrated!
2.5	Earning a "2.5" means that a student has demonstrated achievement at a level 2 and is approaching achievement at a level 3.
2	Earning a "2" means the student has basic understanding and is making progress toward meeting grade-level expectations. A student receiving a "2" understands the basic concept or skill, but has not yet reached the proficient level. A "2" should indicate to parents that their child may need some extra help or extra time to practice/understand that concept or skill.
1.5	Earning a "1.5" means that a student has demonstrated achievement at a level 1 and is approaching achievement at a level 2.
1	Earning a "1" means that the student has minimal understanding and does not meet grade-level expectations. A student receiving a "1" has academic delays according to our district expectations, and interventions may be needed to learn and state on track with these expectations.



What are Learner Behaviors?

In addition to academic standards, teachers will also report on the learner behaviors that are expected. These behaviors will be reported using C (consistently), S (some of the time), or N (not at this time).