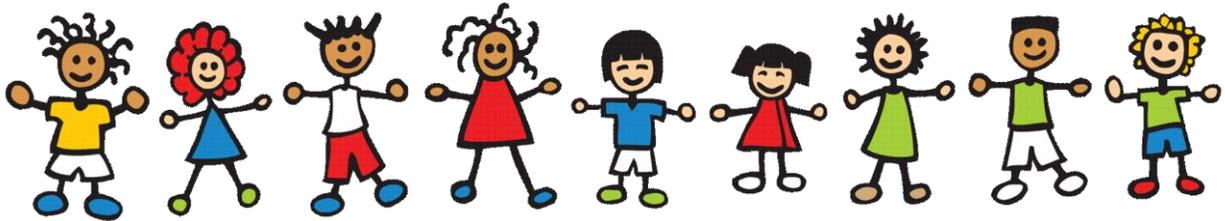


Niagara Falls City School District

# Primary & Intermediate Report Cards Parent Guide

Grades K - 6



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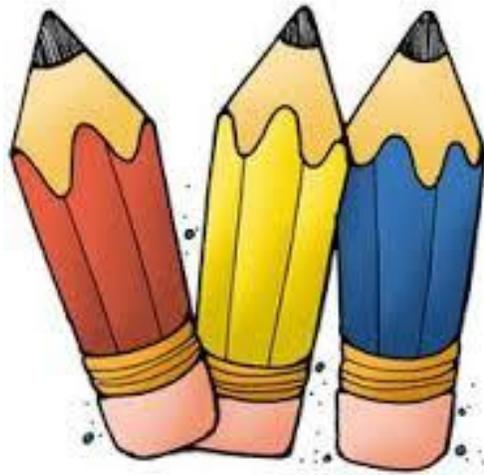
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## Overview of the K-6 Report Cards

The Niagara Falls City School District's K-6 report cards are standards-based report cards aligned to the New York State Common Core State Standards.

Features include:

- A 4-point grading scale indicating the four levels of standard achievement
- Trimester reporting
- Detailed attendance reporting
- AIMSweb reporting/results (Primary)
- Responsibilities of the learner (Primary)
- Special area standards (Primary only)
- Reporting progress toward **end of year** standards (Grade-level specific)
- Unique courses for Sister Schools (Abate, Kalfas, and Niagara Street)
- Music/Art for non-Sister Schools will report final course grade only (Intermediate)



## Attendance Tracking in Grades K-6

Research shows that consistent attendance in school is necessary for students to achieve academically and develop socially. Therefore, attendance is more detailed on the New Primary Report Card so that there is a clear understanding of how much instructional time has been lost for each student. Early dismissal is now recorded, as instruction continues until the end of the official school day.

### **Excused** absences include:

1. Sickness
2. Serious illness or death in the family
3. Excused absence part of a day
4. Suspension
5. Medical or dental appointments
6. Impassable roads or extreme weather conditions
7. Approved educational trips
8. Religious observances
9. Music lessons
10. Attendance in health clinics
11. Required court appearances
12. Emergency situations as approved by the building administrator

### **Unexcused** absences include:

1. Vacation with or without parents
2. Haircut
3. Oversleeping
4. Babysitting
5. Hunting/Fishing
6. Unlawful detention
7. Truancy

# Annotated Grade K Report Card Sample



## SCHOOL DISTRICT OF THE CITY OF NIAGARA FALLS KINDERGARTEN REPORT CARD



STUDENT NAME Lisa Simpson	STUDENT ID# 10012	GRADE: K	ROOM	YEAR 2021-2022	SCHOOL ITS
TEACHER		PRINCIPAL Mr. Test Principal	MARKING PERIOD Fall		TELEPHONE 286-4212

To the Parent or Guardian of  
Lisa Simpson #191919191

ATTENDANCE	Fall	Winter	Spring
Excused Absence	0		
Unexcused Absence	0		
Late Arrival	0		
Early Dismissal	0		

Attendance is reported in detail.

AlmsWeb Plus Probes						
Targets	Fall		Winter		Spring	
	Target	Your Child	Target	Your Child	Target	Your Child
Letter Naming Fluency	19		36		43	
Letter Word Sounds Fluency	2		24		36	
Auditory Vocabulary	20		21		23	
Initial Sounds	8		11			
Print Concepts	7					
Phoneme Segmentation			29		37	
Word Reading Fluency					9	

Highlighted areas not assessed at this time.

These levels are used to report progress for each standard.

Performance Levels				
4	3	2	1	NYA
Exceeds Standards	Meets Standards	Approaching Standards	Minimal Progress Towards Standards	Not yet Assessed

The 3 Trimesters

Teachers report on progress toward end of year standards.

	Fall	Winter	Spring
<b>English Language Arts Reading</b>			
Reading at Grade Level.			
Retells stories including characters, setting, and major events.			
Compare and contrast texts.			
Recall information and answer questions about the main idea and key details.			
<b>Reading Foundational Skills</b>			
Understands Concepts of Print.			
Identifies uppercase and lowercase letters.			
Identifies letter sounds.			
Reads grade level sight words.			
Decodes simple consonant-vowel-consonant (CVC) words.			
<b>Language and Writing Standards</b>			
Prints uppercase and lowercase letters accurately.			
Uses phonetic spelling in daily writing.			
Capitalizes first word and uses end punctuation.			
Uses combination of drawing, dictating, and writing to compose narrative pieces.			
Uses combination of drawing, dictating, and writing to compose opinion pieces.			
Uses combination of drawing, dictating, and writing to compose informational/explanatory pieces.			
Writes a letter or letters for most consonant and short-vowel sounds (phonemes).			
<b>Speaking and Listening</b>			
Participates in discussions with a group about Kindergarten topics and text.			
Asks and answers questions about key details from texts read aloud.			

Message to Parents

School Message

Performance Levels

4	3	2	1	NYA
Exceeds Standards	Meets Standards	Approaching Standards	Minimal Progress Towards Standards	Not Yet Assessed

Mathematics

Counting and Cardinality

	Fall	Winter	Spring
Counts to 100 by ones and by tens.			
Writes numbers from 0-20.			
Represents and counts a number of objects with a written number 0-20.			
Compares sets of objects to tell greater than, less than, or equal.			
Counts forward from any given number (Not 1).			

Operations and Algebraic Thinking

Uses objects to solve addition problems to 10.			
Uses objects to solve subtraction problems to 10.			

Number and Operations in Base Ten

Composes numbers 11-19.			
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Geometry

Identifies 2D shapes.			
Identifies 3D shapes.			
Describes relative position of objects using appropriate terms.			

Measurement and Data

Describes and compares objects by length, or height.			
Classifies objects and counts the number of objects in categories.			

These fluencies are critical and will be monitored throughout the year.

END OF YEAR GRADE LEVEL FLUENCY EXPECTATIONS

Fluently adds and subtracts all numbers to 5.

Physical Education

	Fall	Winter	Spring
Exhibits appropriate body movement and skill development.			
Engages in physical activity as a form of self-expression.			
Demonstrates personal and responsible behaviors in physical education.			
Expresses appropriate effort while engaging in physical activities.			

Music

	Fall	Winter	Spring
Student can maintain a steady beat.			
Student responds expressively to music.			
Student demonstrates melodic competency.			
Student has an expanded musical repertoire.			

Specific standards are listed in special areas.

Art

	Fall	Winter	Spring
Exhibits appropriate classroom behavior & effort.			
Work shows understanding of the elements of Art.			
Displays creativity, & problem-solving skills.			
Understands the proper use of Art materials.			

STEM

Katias & Niagara St. Only

Performing Arts

	Fall	Winter	Spring
Utilizes materials appropriately and effectively.			
Gathers information through observation and questioning.			
Is able to persevere when faced with a challenge.			
Selects appropriate code to complete a given task.			

	Fall	Winter	Spring
Creating: Generate artistic ideas and work.			
Performing: Interpret artistic work for presentation.			
Responding: Analyze artistic work.			
Connecting: Relate artistic ideas to community to deepen understanding.			

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

Responsibilities of the Learner

+	Consistently and independently meets expectations
*	Usually meets expectations with reminders
-	Does not meet classroom expectations

	Fall	Winter	Spring		Fall	Winter	Spring
Pays attention.				Follows directions.			
Works cooperatively.				Works independently.			
Completes homework.				Uses class time effectively to produce quality work.			
Respects rights, feelings, and property of others.				Asks for help at appropriate times.			
Organizes materials.				Demonstrates self-control physically.			
Follows classroom expectations and routines.				Demonstrates self-control verbally.			
Actively participates in classroom discussions.							

Comments:

This section provides classroom teacher comments.

# Annotated Grade 1 Report Card Sample



## SCHOOL DISTRICT OF THE CITY OF NIAGARA FALLS GRADE 1 REPORT CARD



STUDENT NAME <b>Hadji Singh</b>	STUDENT ID# 10002	GRADE 1	ROOM	YEAR 2021-2022	SCHOOL ITS
TEACHER		PRINCIPAL Mr. Test Principal		MARKING PERIOD Fall	TELEPHONE 286-4212

To the Parent or Guardian of:  
**Hadji Singh**      #191919191

ATTENDANCE	Fall	Winter	Spring
Excused Absence	0		
Unexcused Absence	0		
Late Arrival	0		
Early Dismissal	0		

Attendance is reported in detail.

AimsWeb Plus Probes						
Targets	Fall		Winter		Spring	
	Target	Your Child	Target	Your Child	Target	Your Child
Phoneme Segmentation	38					
Letter Word Sounds Fluency	41					
Word Reading Fluency	14		24		42	
Auditory Vocabulary	23		22		24	
Oral Reading Fluency	19		36		51	

Highlighted areas not assessed at this time.

### Performance Levels

Score	4	3	2	1	NYA
Name	Exceeds Standards	Meets Standards	Approaching Standards	Minimal Progress Towards Standards	Not Yet Assessed

These levels are used to report progress for each standard.

The 3 Trimesters

#### English Language Arts Reading

	Fall	Winter	Spring
<u>Reading at Grade Level</u>			
<u>Answer questions about key details in the text.</u>			
<u>Retells stories including key details such as characters, setting and major events.</u>			
<u>Identifies differences between fiction and nonfiction stories.</u>			
<u>Identifies the key idea and important details of a nonfiction text.</u>			
<u>Use text features to locate information in the text.</u>			

Teachers report on progress toward end of year standards.

#### Reading Foundational Skills

	Fall	Winter	Spring
<u>Knows and applies grade level phonics and strategies when decoding words(short/long vowel rules, blends, syllables and endings).</u>			
<u>Reads accurately and fluently to support comprehension.</u>			

#### English Language Arts Writing

	Fall	Winter	Spring
<u>Writes an opinion piece that names a topic, states an opinion with reasons and includes a sense of closure.</u>			
<u>Writes an informative piece that names a topic, supplies facts about the topic and includes a sense of closure.</u>			
<u>Writes a narrative piece that tells about two or more appropriately sequenced events with (details.)</u>			

#### Speaking and Listening

	Fall	Winter	Spring
<u>Participates in discussions about Grade 1 topics and texts with small and large groups.</u>			

#### Language

	Fall	Winter	Spring
<u>Writes using appropriate letter formation, spacing, capitals and punctuation.</u>			
<u>Uses conventional and phonetic spelling in writing.</u>			

#### Message to Parents

#### School Message

Performance Levels

Score	4	3	2	1	NYA
Name	Exceeds Standards	Meets Standards	Approaching Standards	Minimal Progress Towards Standards	Not Yet Assessed

Mathematics

Operations and Algebraic Thinking

	Fall	Winter	Spring
Solves simple word problems involving addition and subtraction within 20.			
Counting on/back to add/subtract 1 or 2.			
Add and Subtract within 20.			
Solves challenging word problems involving addition and subtraction.			
Understands the relationship between addition and subtraction.			
Understands the meaning of the equal sign.			

Number and Operations in Base Ten

	Fall	Winter	Spring
Counts and writes numbers to 120 starting at any number.			
Understands place value - ones and tens.			
Compares two, two-digit numbers using $>$ $=$ $<$ .			
Uses place value understanding to add and subtract within 100.			

Measurement and Data

	Fall	Winter	Spring
Measures length with non-standard units.			
Organizes, represents and interprets data.			
Tells and writes time to hour and half hour.			

Geometry

	Fall	Winter	Spring
Using attributes, builds and/or draws shapes.			
Compose 2D shapes.			
Partitions circles and rectangles into two and four equal shares.			
Compose 3D shapes.			

END OF YEAR GRADE LEVEL FLUENCY EXPECTATIONS

Students find sums and differences within 10 reasonably, quickly and say it or write it.

Specific standards are listed in special areas.

These fluencies are critical and will be monitored throughout the year.

Physical Education

	Fall	Winter	Spring
Exhibits appropriate body movement and skill development.			
Engages in physical activity as a form of self-expression.			
Demonstrates personal and responsible behaviors in physical education.			
Expresses appropriate effort while engaging in physical activities.			

Music

	Fall	Winter	Spring
Student demonstrates a steady beat.			
Student responds appropriately to instrumental music.			
Student can match pitches vocally.			
Student has expanded their musical repertoire.			

Art

	Fall	Winter	Spring
Exhibits appropriate classroom behavior & effort.			
Understands Art elements to create personal work.			
Displays creativity, & problem-solving skills.			
Shows effective use of tools, processes & techniques.			

STEM

Katias & Niagara St. Only

Performing Arts

	Fall	Winter	Spring
Utilizes materials appropriately and effectively.			
Gathers information through observation and questioning.			
Is able to persevere when faced with a challenge.			
Selects appropriate code to complete a given task.			

	Fall	Winter	Spring
Creating: Generate artistic ideas and work.			
Performing: Interpret artistic work for presentation.			
Responding: Analyze artistic work.			
Connecting: Relate artistic ideas to community to deepen understanding.			

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

Responsibilities of the Learner

+	Consistently and independently meets expectations
*	Usually meets expectations with reminders
-	Does not meet classroom expectations

	Fall	Winter	Spring		Fall	Winter	Spring
Pays attention.				Follows directions.			
Works cooperatively.				Works independently.			
Completes homework.				Uses class time effectively to produce quality work.			
Respects rights, feelings, and property of others.				Asks for help at appropriate times.			
Organizes materials.				Demonstrates self-control physically.			
Follows classroom expectations and routines.				Demonstrates self-control verbally.			
Actively participates in classroom discussions.							

Comments:

This section provides classroom teacher comments.

# Annotated Grade 2 Report Card Sample



## SCHOOL DISTRICT OF THE CITY OF NIAGARA FALLS GRADE 2 REPORT CARD



STUDENT NAME <b>Bart Simpson</b>	STUDENT ID# <b>10011</b>	GRADE: <b>2</b>	ROOM	YEAR <b>2021-2022</b>	SCHOOL <b>ITS</b>
TEACHER	PRINCIPAL <b>Mr. Test Principal</b>		MARKING PERIOD <b>Fall</b>	TELEPHONE <b>286-4212</b>	

To the Parent or Guardian of:  
**Bart Simpson #191919191**

ATTENDANCE	Fall	Winter	Spring
Excused Absence	0		
Unexcused Absence	0		
Late Arrival	0		
Early Dismissal	0		

Attendance is reported in detail.

AIMSweb Plus Probes	Fall		Winter		Spring	
	Target	Your Child	Target	Your Child	Target	Your Child
Oral Reading Fluency	46		61		77	
Reading Comprehension	127		136		146	

### Performance Levels

Score	4	3	2	1	NYA
Name	Exceeds Standards	Meets Standards	Approaching Standards	Minimal Progress Towards Standards	Not Yet Assessed

These levels are used to report progress for each standard.

The 3 Trimesters

### English Language Arts Reading

	Fall	Winter	Spring
<u>Reading at Grade Level.</u>			
<u>Ask and answer questions about key details in the text.</u>			
<u>Recounts stories including key details and determines central message, lesson or moral.</u>			
<u>Describes how characters in a story respond to major events.</u>			
<u>Identifies the main topic of a text.</u>			
<u>Knows and uses various text features.</u>			

Teachers report on progress toward end of year standards.

### Reading Foundational Skills

	Fall	Winter	Spring
<u>Knows and applies grade level phonics, and word analysis skills to decode unfamiliar words.</u>			
<u>Reads with sufficient accuracy and fluency to support comprehension.</u>			

### English Language Arts Writing

	Fall	Winter	Spring
<u>Writes an opinion piece that introduces the topic, states an opinion, with reasons using linking words and a conclusion.</u>			
<u>Writes informative pieces that include a topic, facts, definitions and a conclusion.</u>			
<u>Writes narrative pieces that include a short sequence of events, details to describe actions, thoughts, feelings, temporal words and a sense of closure.</u>			
<u>Writes responses to questions using text evidence as support.</u>			

### Speaking and Listening

	Fall	Winter	Spring
<u>Participates in discussions about grade 2 topics and texts with small and large groups.</u>			

### Language

	Fall	Winter	Spring
<u>Writes using appropriate capitalization, punctuation, and spelling.</u>			
<u>Uses standard English grammar when writing or speaking.</u>			
<u>Uses generalized learned spelling patterns when writing words.</u>			

### Message to Parents

### School Message

Score

Performance Levels

	4	3	2	1	N/A
Name	Exceeds Standards	Meets Standards	Approaching Standards	Minimal Progress Towards Standards	Not Yet Assessed

**Mathematics**

**Operations and Algebraic Thinking**

	Fall	Winter	Spring
Uses addition and subtraction to solve one step word problems within 100.			
Fluently add and subtract within 20 using mental strategies.			
Uses addition and subtraction to solve two step word problems within 100.			

**Number and Operations in Base Ten**

	Fall	Winter	Spring
Counts within 1000; skip count by 5's, 10's and 100's.			
Understands hundreds, tens, and ones.			
Read and write numbers to 1000 using base ten numerals, number names, and expanded form.			
Compares two three digit numbers using the symbols >, < and =.			
Fluently add and subtract within 100 using strategies based on place value.			
Adds and subtracts within 1000 using a variety of strategies.			

**Measurement and Data**

	Fall	Winter	Spring
Solves word problems involving money.			
Represents, interprets, and solves problems involving pictographs and bar graphs.			
Measures and estimate lengths in standard units.			
Tell and write time from analog and digital clocks in five-minute increments.			

**Geometry**

	Fall	Winter	Spring
Partitions circles and rectangles into two, three, or four equal shares.			

These fluencies are critical and will be monitored throughout the year.

**END OF YEAR GRADE LEVEL FLUENCY EXPECTATIONS**

Know from memory all sums within 20 of two one digit numbers.

Specific standards are listed in special areas.

**Physical Education**

	Fall	Winter	Spring
Exhibits appropriate body movement and skill development.			
Engages in physical activity as a form of self-expression.			
Demonstrates personal and responsible behaviors in physical education.			
Expresses appropriate effort while engaging in physical activities.			

**Music**

	Fall	Winter	Spring
Student differentiates between steady beat and rhythm.			
Student responds appropriately as an audience member.			
Student can sing and/or play repeated patterns (accompaniment).			
Student has an expanded repertoire of folk songs and dances.			

**Art**

	Fall	Winter	Spring
Exhibits appropriate classroom behavior & effort.			
Makes connections to Art elements through personal work.			
Displays creativity, imagination & problem-solving skills.			
Shows effective use of tools, processes & techniques.			

**STEM**

Kafas & Niagara St. Only

**Performing Arts**

	Fall	Winter	Spring
Utilizes materials appropriately and effectively.			
Gathers information through observation and questioning.			
Is able to persevere when faced with a challenge.			
Selects appropriate code to complete a given task.			
Creating: Generate artistic ideas and work.			
Performing: Interpret artistic work for presentation.			
Responding: Analyze artistic work.			
Connecting: Relate artistic ideas to community to deepen understanding.			

**Responsibilities of the Learner**

+	Consistently and Independently meets expectations
*	Usually meets expectations with reminders
-	Does not meet classroom expectations

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

	Fall	Winter	Spring	Fall	Winter	Spring
Pays attention.						
Works cooperatively.						
Completes homework.						
Respects rights, feelings, and property of others.						
Organizes materials.						
Follows classroom expectations and routines.						
Actively participates in classroom discussions.						
Follows directions.						
Works independently.						
Uses class time effectively to produce quality work.						
Asks for help at appropriate times.						
Demonstrates self-control physically.						
Demonstrates self-control verbally.						

Comments:

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

# Annotated Grade 3 Report Card Sample



## SCHOOL DISTRICT OF THE CITY OF NIAGARA FALLS GRADE 3 REPORT CARD



STUDENT NAME <b>Jonny Quest</b>	STUDENT ID# 10001	GRADE 3	ROOM	YEAR 2021-2022	SCHOOL ITS
TEACHER		PRINCIPAL Mr. Test Principal	MARKING PERIOD Fall	TELEPHONE 286-4212	

To the Parent or Guardian of:  
**Jonny Quest** #191919191  
 630 66th St  
 Niagara Falls, NY 14304

ATTENDANCE	Fall	Winter	Spring
Excused Absence	0		
Unexcused Absence	0		
Late Arrival	0		
Early Dismissal	0		

Attendance reported in detail.

ELA, Standards and Special Areas Proficiency Grading Key	
4 - Mastery	The student <b>exceeds</b> expectations for this marking period
3 - Proficient	The student <b>meets</b> expectations for this marking period
2 - Developing	The student <b>is working toward</b> expectations for this marking period
1 - Deficient	The student <b>is not meeting</b> expectations for this marking period

Effort Grading Key	
E - Excellent	Consistently meets classroom expectations
S - Satisfactory	Usually meets classroom expectations
N - Needs Improvement	Rarely meets classroom expectations
NYA - Not Yet Assessed	

Teachers report on progress for specific marking period (4, 3, 2, 1).

Language Arts	Fall	Winter	Spring
Reading Proficiency	4		
Writing Proficiency			
Language Arts Effort			

Teacher comments that are trimester/content specific appear here.

Overall grade is now numerical in core areas.

Math	Fall	Winter	Spring
Math Overall Grade	3		
Math Effort			

Science	Fall	Winter	Spring
Science Overall Grade			
Science Effort			

Social Studies	Fall	Winter	Spring
Social Studies Overall Grade			
Social Studies Effort			

ENL	Fall	Winter	Spring
ENL Effort			

As it pertains to English Language Learners program.

Special Education	Fall	Winter	Spring
Special Ed. Effort			

As it pertains to IEP goals.

Art	Final
Art Proficiency Grade	
Art Effort	

Proficiency is end of course grade.

Music	Final
Music Proficiency Grade	
Music Effort	

Physical Education	Fall	Winter	Spring
Physical Education Proficiency Grade			
Physical Education Effort			

Entered in appropriate trimester.

Performing Arts (Abate only)	Fall	Winter	Spring
Performing Arts Proficiency Grade			
Performing Arts Effort			

Instrumental Music (Abate only)	Fall	Winter	Spring
Instrumental Music Proficiency Grade			
Instrumental Music Effort			

MESSAGE TO PARENTS

SCHOOL MESSAGE

## Explanation of the Elementary Report Card

### The Mission Statement of the Niagara Falls Board of Education

The Niagara Falls City School District's mission is to guarantee educational excellence for every student and to prepare students for successful employment, continuing education, and lifelong learning in an ever changing world.

#### Parents As Partners

The Niagara Falls City School District recognizes the invaluable role that parents play in the education of their children. Working with the school, parents are encouraged to:

- Share the responsibility for improved student achievement
  - Support the instructional program and staff of the school
  - Provide a comfortable and well-lit work area at home for study
  - Attend parent-teacher conferences and communicate regularly
- Send children to school ready to learn
  - Become and stay involved in your child's education
  - Read to/with your child and stress the importance of lifelong learning

Reading	Fall	Winter	Spring
<b>Reading - Year End Standard</b>			
Asks and answers questions to demonstrate understanding of a text referring to the text to support answers.			
Determines the main idea of informational text using key details from the text.			
<b>Reading: Foundation Skills - Year End Standard</b>			
Knows and applies grade-level phonics and word analysis skills in decoding words.			
Reads with accuracy and fluency to support comprehension.			
<b>Speaking and Listening - Year End Standard</b>			
Participates in class discussions with others about grade level topics and texts.			
Writing	Fall	Winter	Spring
<b>Writing - Year End Standard</b>			
Writes opinion pieces on topics or texts that support a point of view with reasons.			
Writes informative pieces that include a topic, facts, definitions, linking words and phrases.			
Writes narrative pieces that introduce a narrator and/or characters including details to describe actions, thoughts, and feelings.			
Produces writing that is developed, focused, organized, and edited.			
Writes routinely over extended time frames and shorter time frames.			
Creates and presents a text or art work in response to literary work.			
<b>Language Usage - Year End Standard</b>			
Demonstrates command of the conventions of standard English grammar and usage when writing or speaking at the appropriate grade level.			

Mathematics	Fall	Winter	Spring
<b>Fall</b>			
Demonstrates an understanding of multiplication & division as involving equal groups.			
Solve multiplication and related division problems by using skip counting or known multiplication facts.			
Demonstrate fluency with multiplication facts: x1, x2, x5, and x10.			
Use knowledge of place value up to 1,000.			
Use strategies to solve addition problems with 3-digit numbers.			
Use strategies to solve subtraction problems with 2 and 3-digit numbers.			
<b>Winter</b>			
Solve multiplication and division word problems and write equations to represent the problems.			
Partition a quantity into equal parts, and name those parts as fractions.			
Represent fractions on a number line.			
Compare fractions with the same numerator or same denominator by reasoning.			
Identify equivalent fractions.			
Find the area of 2-D figures.			
<b>Spring</b>			
Solve multiplication and division problems within 100.			
Solve multi-step problems involving more than one operation.			
Measure and find perimeter of 2-D figures.			
Make a line plot for a set of data.			
Solve 3-digit addition problems fluently.			
Solve 3-digit subtraction problems fluently.			
<b>*Fluency Expectations:</b>			
Multiply and divide within 100.			

Teacher comments that are general, non-content-specific appear here.

# Annotated Grade 4 Report Card Sample



## SCHOOL DISTRICT OF THE CITY OF NIAGARA FALLS GRADE 4 REPORT CARD



STUDENT NAME Velma Dinkley	STUDENT ID# 10003	GRADE: 4	ROOM	YEAR 2021-2022	SCHOOL ITS
TEACHER	PRINCIPAL Mr. Test Principal	MARKING PERIOD Fall		TELEPHONE 286-4212	

To the Parent or Guardian of  
Velma Dinkley #191919191

Attendance reported in detail.

ATTENDANCE	Fall	Winter	Spring
Excused Absence	0		
Unexcused Absence	0		
Late Arrival	0		
Early Dismissal	0		

Standards and Special Areas Proficiency Grading Key	
4 - Mastery	The student <b>exceeds</b> expectations for this marking period
3 - Proficient	The student <b>meets</b> expectations for this marking period
2 - Developing	The student <b>is working toward</b> expectations for this marking period
1 - Deficient	The student <b>is not meeting</b> expectations for this marking period

Effort Grading Key (Social Growth and Work Habits)	
E - Excellent	Consistently meets classroom expectations
S - Satisfactory	Usually meets classroom expectations
N - Needs Improvement	Rarely meets classroom expectations
NYA - Not Yet Assessed	

Language Arts	Fall	Winter	Spring
Language Arts Overall Grade			
Language Arts Effort			

Math	Fall	Winter	Spring
Math Overall Grade			
Math Effort			

Science	Fall	Winter	Spring
Science Overall Grade			
Science Effort			

Social Studies	Fall	Winter	Spring
Social Studies Overall Grade			
Social Studies Effort			

Physical Education	Fall	Winter	Spring
Physical Education Proficiency Grade			
Physical Education Effort			

ENL	Fall	Winter	Spring
ENL Effort			

Special Ed	Fall	Winter	Spring
Special Ed. Effort			

Instrumental Music	Fall	Winter	Spring
Instrumental Music Proficiency Grade			
Instrumental Music Effort			

Music	Final
Music Proficiency Grade	
Music Effort	

Art	Final
Art Proficiency Grade	
Art Effort	

STEM (Abate Only)	Final
STEM Proficiency Grade	
STEM Effort	

Overall grade is numerical in core areas.

Teacher comments that are trimester/content specific appear here.

Entered in appropriate trimester.

As it pertains to English Language Learners program.

As it pertains to IEP goals.

Entered in appropriate trimester.

Proficiency is end of course grade.

MESSAGE TO PARENTS

SCHOOL MESSAGE

## Explanation of the Elementary Report Card

### The Mission Statement of the Niagara Falls Board of Education

The Niagara Falls City School District's mission is to guarantee educational excellence for every student and to prepare students for successful employment, continuing education, and lifelong learning in an ever changing world.

### Parents As Partners

The Niagara Falls City School District recognizes the invaluable role that parents play in the education of their children. Working with the school, parents are encouraged to:

- Share the responsibility for improved student achievement
  - Support the instructional program and staff of the school
  - Provide a comfortable and well-lit work area at home for study
  - Attend parent-teacher conferences and communicate regularly
- Send children to school ready to learn
  - Become and stay involved in your child's education
  - Read to/with your child and stress the importance of lifelong learning

Reading	Fall	Winter	Spring
<b>Reading - Year End Standard</b>			
Reads and comprehends complex literary and informational texts independently and proficiently.			
Refers to details in a text when explaining what the text says and when making inferences.			
Uses details and examples, in the text to determine the main idea and describe a character, setting, or event.			
Determines the main idea of an informational text and explains how it is supported by key details; summarizes the text.			
<b>Reading: Foundation Skills - Year End Standard</b>			
Knows and applies grade-level phonics and word analysis skills in decoding words.			
Reads with accuracy and fluency to support comprehension.			
Writing	Fall	Winter	Spring
<b>Writing - Year End Standard</b>			
Writes opinion pieces on topics or texts that support a point of view with reasons and information			
Writes informative pieces that group related ideas and paragraphs and provides a conclusion.			
Writes narrative pieces that introduce a narrator / characters including details to describe actions.			
Produces writing that is developed, focused, organized, and edited.			
Draws evidence from literary or informational text to support analysis, reflection and research.			
<b>Language Usage - Year End Standard</b>			
Demonstrates command of the conventions of standard English grammar and usage when writing or speaking at the appropriate grade level.			
<b>Speaking and Listening - Year End Standard</b>			
Participates in class discussions with others about grade level topics and texts.			

Mathematics	Fall	Winter	Spring
<b>Fall</b>			
Use multiplication to solve multiplicative comparison problems.			
Find factors of numbers up to 100 and recognize multiples of 1-digit numbers.			
Multiply 2-digit numbers by 1-digit and small 2-digit numbers.			
Solve up to 3-digit division problems by 1-digit numbers with remainders.			
Multiply number by a multiple of 10.			
Draw & identify lines & angles including parallel & perpendicular lines.			
<b>Winter</b>			
Read & write numbers up to 1,000,000 using base-ten numerals, number names & expanded form.			
Compare two numbers up to 1,000,000 using <, =, or > symbols.			
Multiply two 2-digit numbers and up to a 4-digit number by a 1-digit number.			
Multiply a fraction by a whole number.			
Compare two fractions with different numerators & denominators.			
Add and subtract mixed numbers with like denominators.			
<b>Spring</b>			
Compare & order decimals to hundredths by reasoning about their size.			
Add fractions with denominators of 10 and 100.			
Solve division problems with up to 4-digit dividends & 1-digit divisors.			
Solve multi-step word problems having whole-number answers using the four operations.			
<b>*Fluency Expectations:</b>			
Add and Subtract within 1,000,000.			

Teacher comments that are general, non-content-specific appear here.

# Annotated Grade 5 Report Card Sample



## SCHOOL DISTRICT OF THE CITY OF NIAGARA FALLS GRADE 5 REPORT CARD



STUDENT NAME <b>Scoby Doo</b>	STUDENT ID# <b>10007</b>	GRADE: <b>5</b>	ROOM	YEAR <b>2021-2022</b>	SCHOOL <b>ITS</b>
TEACHER	PRINCIPAL <b>Mr. Test Principal</b>	MARKING PERIOD <b>Fall</b>		TELEPHONE <b>286-4212</b>	

To the Parent or Guardian of  
**Scoby Doo** #191919191

Attendance reported in detail.

ATTENDANCE	Fall	Winter	Spring
Excused Absence	0		
Unexcused Absence	0		
Late Arrival	0		
Early Dismissal	0		

Standards and Special Areas Proficiency Grading Key	
4 - Mastery	The student <b>exceeds</b> expectations for this marking period
3 - Proficient	The student <b>meets</b> expectations for this marking period
2 - Developing	The student <b>is working toward</b> expectations for this marking period
1 - Deficient	The student <b>is not meeting</b> expectations for this marking period

Effort Grading Key (Social Growth and Work Habits)	
E - Excellent	Consistently meets classroom expectations
S - Satisfactory	Usually meets classroom expectations
N - Needs Improvement	Rarely meets classroom expectations
NYA - Not Yet Assessed	

Language Arts	Fall	Winter	Spring
Language Arts Overall Grade			
Language Arts Effort			
Math			
Math Overall Grade			
Math Effort			
Science			
Science Overall Grade			
Science Effort			
Social Studies			
Social Studies Overall Grade			
Social Studies Effort			
Instrumental Music			
Instrumental Music Proficiency Grade			
Instrumental Music Effort			

ENL	Fall	Winter	Spring
ENL Effort			
Special Ed			
Special Ed. Effort			
Music			
Music Proficiency Grade			Final
Music Effort			
Art			
Art Proficiency Grade			Final
Art Effort			
Physical Education			
Physical Education Proficiency Grade			
Physical Education Effort			
Performing Arts (Abate Only)			
Performing Arts Proficiency Grade			
Performing Arts Effort			

Overall grade is numerical in core areas.

Teacher comments that are trimester/content specific appear here.

As it pertains to English Language Learners program.

As it pertains to IEP goals.

Proficiency is end of course grade.

Entered in appropriate trimester.

MESSAGE TO PARENTS

SCHOOL MESSAGE

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- Share the responsibility for improved student achievement
- Support the instructional program and staff of the school
- Provide a comfortable and well-lit work area at home for study
- Attend parent-teacher conferences and communicate regularly
- Send children to school ready to learn
- Become and stay involved in your child's education
- Read to/with your child and stress the importance of lifelong learning

Reading	Fall	Winter	Spring
<b>Reading Literature - Year End Standard</b>			
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize text.			
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.			
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.			
<b>Reading Informational Text - Year End Standard</b>			
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.			
Writing	Fall	Winter	Spring
<b>Reading Foundations - Year End Standard</b>			
Read with sufficient accuracy and fluency to support comprehension.			
<b>Writing - Year End Standard</b>			
Writes opinion pieces on topics or texts, supporting a point of view with reasons and information.			
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.			
Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
<b>Language - Year End Standard</b>			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.			
<b>Speaking and Listening</b>			
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.			

Mathematics	Fall	Winter	Spring
<b>Fall</b>			
Solve 2-digit by 2 digit multiplication problems efficiently.			
Solve division problems with 1-digit and 2-digit divisors.			
Find the volume of rectangular prisms, including the use of volume formulas.			
Find the volume of a solid composed of two rectangular prisms.			
Use standard units to measure volume.			
Add fractions with unlike denominators.			
Subtract fractions with unlike denominators.			
Represent data including fractions on a line plot and solve addition and subtraction problems about the data.			
<b>Winter</b>			
Fluently solve multi-digit multiplication problems using a variety of strategies.			
Solve division problems with up to 4-digit dividends and 2-digit divisors efficiently.			
Write, compare and round decimals to the thousandths.			
Add and subtract decimals.			
Multiply fractions, mixed numbers and whole numbers.			
<b>Spring</b>			
Divide a unit fraction by a whole number and a whole number by a unit fraction.			
Explain place value patterns when multiplying or dividing by powers of 10.			
Multiply and divide decimals to hundredths.			
Classify polygons by their attributes and know that some quadrilaterals can be classified in more than one way.			
Use tables to record ordered pairs and construct coordinate graphs to represent the relationship between (x,y) coordinates.			
Determine what values are represented by points on a coordinate grid.			
<b>*Fluency Expectations:</b>			
Multi-digit multiplication using the standard algorithm.			

Teacher comments that are general, non-content-specific appear here.

# Annotated Grade 6 Report Card Sample



## SCHOOL DISTRICT OF THE CITY OF NIAGARA FALLS GRADE 6 REPORT CARD



STUDENT NAME <b>Shaggy Rogers</b>	STUDENT ID# <b>10004</b>	GRADE: <b>6</b>	ROOM	YEAR <b>2021-2022</b>	SCHOOL <b>ITS</b>
TEACHER		PRINCIPAL <b>Mr. Test Principal</b>		MARKING PERIOD <b>Fall</b>	TELEPHONE <b>288-4212</b>

To the Parent or Guardian of  
**Shaggy Rogers**      #191919191

Attendance reported in detail.

ATTENDANCE	Fall	Winter	Spring
Excused Absence	0		
Unexcused Absence	0		
Late Arrival	0		
Early Dismissal	0		

Standards and Special Areas Proficiency Grading Key	
4 - Mastery	The student <b>exceeds</b> expectations for this marking period
3 - Proficient	The student <b>meets</b> expectations for this marking period
2 - Developing	The student <b>is working toward</b> expectations for this marking period
1 - Deficient	The student <b>is not meeting</b> expectations for this marking period
Effort Grading Key (Social Growth and Work Habits)	
<i>E</i> - Excellent	Consistently meets classroom expectations
<i>S</i> - Satisfactory	Usually meets classroom expectations
<i>N</i> - Needs Improvement	Rarely meets classroom expectations
<i>NYA</i> - Not Yet Assessed	

Language Arts	Fall	Winter	Spring
Language Arts Overall Grade			
Language Arts Effort			

Math	Fall	Winter	Spring
Math Overall Grade			
Math Effort			

Science	Fall	Winter	Spring
Science Overall Grade			
Science Effort			

Social Studies	Fall	Winter	Spring
Social Studies Overall Grade			
Social Studies Effort			

Physical Education	Fall	Winter	Spring
Physical Education Proficiency Grade			
Physical Education Effort			

Instrumental Music	Fall	Winter	Spring
Instrumental Music Proficiency Grade			
Instrumental Music Effort			

ENL	Fall	Winter	Spring
ENL Effort			

Special Education	Fall	Winter	Spring
Special Ed. Effort			

Performing Arts (Abate only)	Final
Performing Arts Proficiency Final Course Grade	
Performing Arts Effort	

STEM (Abate only)	Final
STEM Proficiency Final Course Grade	
STEM Effort	

Art	Final
Art Proficiency Final Course Grade	
Art Effort	

Music	Final
Music Proficiency Final Course Grade	
Music Effort	

Overall grade is numerical in core areas.

Teacher comments that are trimester/content specific appear here.

Entered in appropriate trimester.

As it pertains to English Language Learners program.

As it pertains to IEP goals.

Proficiency is end of course grade.

MESSAGE TO PARENTS

SCHOOL MESSAGE

## Explanation of the Elementary Report Card

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#### ACHIEVEMENT OF GRADE LEVEL STANDARDS

Reading	Fall	Winter	Spring
Reads and comprehends complex literary and informational texts independently and proficiently.			
Reads closely to determine what the text says explicitly and makes logical inferences.			
Determines central ideas or themes of a text and analyzes their development and summarizes the key supporting details.			
Analyzes how and why individuals, events, or ideas develop and interact over the course of a text.			
Number of books read to date			

Writing	Fall	Winter	Spring
Writes arguments to support claims.			
Writes informative/explanatory texts to examine a topic.			
Writes narratives to develop real or imagined experiences or events.			
Creates and presents a response to literature.			

Speaking, Listening and Viewing	Fall	Winter	Spring
Participates effectively in a range of conversations.			
Demonstrates command of the conventions of standard English grammar and usage.			
Acquires and accurately uses a range of general academic words.			

Mathematics	Fall	Winter	Spring
<b>Fall</b>			
Apply and extend previous understanding of multiplication and division of fractions.			
Find positive and negative numbers on a number line.			
Write, interpret and explain ordering of rational numbers.			
Understand the absolute value of a rational number is its distance from 0 on a number line.			
Fluently compute decimal operations using standard algorithms.			
<b>Winter</b>			
Understand the concept of unit rate.			
Use Ratio and Rate Reasoning to solve real world problems.			
Find a percent of a quantity as rate per 100.			
Write and evaluate numerical expressions involving whole number exponents.			
Apply the properties of operations to generate equivalent expressions.			
<b>Spring</b>			
Use equations to solve real-world problems.			
Use inequalities to solve real-world problems.			
Represent and analyze the relationship between independent and dependent variables.			
Solve problems by graphing points on the coordinate plane			
Draw polygons in the coordinate plane & use coordinates to find side lengths.			

Teacher comments that are general, non-content-specific appear here.

## What Performance Levels Mean

The NFCSD report card uses a scale of 4-1 to indicate progress on the end of the year grade level standards.

Performance Levels:

<b>4 Exceeds Standards</b>	<b>3 Meets Standards</b>	<b>2 Approaching Standards</b>	<b>1 Minimal Progress Towards Standards</b>
Student performance demonstrates <b>superior</b> understanding of end of year standards at this grade level and beyond.	Student performance demonstrates and meets end of year standards at this grade level.	Student performance is on track to understand end of year standards at this grade level	Student performance <b>does not</b> demonstrate understanding of the end of year standards at this grade level
Student independently <b>exceeds requirements for grade-level work</b> , and is working <b>well above grade level</b>	Meets requirements for grade-level work	Beginning and working toward meeting requirements for grade-level work	Working well <b>below grade level requirements</b>
Consistently applies and extends learned concepts and skills independently	Completes work accurately and independently	Benefits from consistent instruction and practice. Can work independently and/or with assistance.	Requires extra time, instruction, assistance and/or practice. Struggles even with assistance.

Performance Level scores are not based on one assessment experience. Teachers design multiple assessment tasks and collect evidence of student learning throughout the grading period. Evidence may include teacher observations, student work samples, projects, tests, quizzes and district assessments. Teachers review these items for evidence of learning when grading student progress for the report card.

### End of Year Grade Level Math Fluency Expectation and Scoring is as follows:

<b>Performance Level Score</b>	<b>Explanation</b>
3	Achieved year end goal
2	Making progress toward year end goal
1	Making little or no progress toward year end goal

Please keep in mind you will only see a 1, 2 or 3. The report card system will then match it to the appropriate explanation.

## The AIMSweb Results Table for Primary Report Cards

Three times a year, all Kindergarten through sixth grade students in the Niagara Falls City School District are assessed in literacy skills. The assessment tool used for this screening is the *Academic Information Management System Plus (AIMSweb Plus)*.

The purpose of this assessment is to identify each student's strengths and needs in the area of reading. The results of this screening allows your child's teacher to provide the most appropriate and effective reading instruction.

See the K-2 tables below for an explanation of how to identify the results and grade level targets. Targets **increase** at each trimester.

### Kindergarten

AimsWeb Plus Probes						
Targets	Fall		Winter		Spring	
	Target	Your Child	Target	Your Child	Target	Your Child
Letter Naming Fluency	19		36		43	
Letter Word Sounds Fluency	2		24		36	
Auditory Vocabulary	20		21		23	
Initial Sounds	8		11			
Print Concepts	7					
Phoneme Segmentation			29		37	
Word Reading Fluency					9	

### First Grade

AimsWeb Plus Probes						
Targets	Fall		Winter		Spring	
	Target	Your Child	Target	Your Child	Target	Your Child
Phoneme Segmentation	38					
Letter Word Sounds Fluency	41					
Word Reading Fluency	14		24		42	
Auditory Vocabulary	23		22		24	
Oral Reading Fluency	19		36		51	

## The AIMSweb Results Table (continued)

### Second Grade

AimsWeb Plus Probes	Fall		Winter		Spring	
	Target	Your Child	Target	Your Child	Target	Your Child
Oral Reading Fluency	46		61		77	
Reading Comprehension	127		136		146	



## Art and Music

### Art

The Primary art standards reflect the attributes sought after for proper artistic development within the art class setting. Our district's art teachers instruct daily within the frameworks of the art elements. They also look for proper behavior, tool usage, and creative problem-solving skills. A positive progression is encouraged within our trimester marking system.

### Music

Students in elementary music classes are expected to sing in tune, demonstrate basic beat and rhythm competency and experience elemental music composition. Students have various requirements based on grade level, but all will learn the above mentioned concepts.

### Intermediate Art & Music

Students in the non-Sister Schools take art and music for one semester only. Therefore, the final 4-3-2-1 proficiency grade will be for end of course. First semester course grades should appear on the Trimester 2 report card, and second semester course grades should appear on the Trimester 3 report card.



## Primary Physical Education Report Card

Physical Education	Fall	Winter	Spring
Exhibits appropriate body movement and skill development			
Engages in physical activity as a form of self-expression			
Demonstrates personal and responsible behaviors in physical education			
Expresses appropriate effort while engaging in physical activities			

The four areas listed above reference the three domains of learning; psychomotor, cognitive and affective. Described below is how each domain of learning applies to Physical Education. Additionally, each NYS PE Learning Standard is noted within the description.

**Psychomotor:** The psychomotor domain refers to the physical aspects of learning. It addresses motion, reflexes, and how muscles are engaged during physical activity. In your PE classes, you can help students build a number of psychomotor skills, including reflexive skills, perceptual abilities, and higher-order skills that require a combination of physical abilities to yield a motion. Psychomotor skills are to be addressed in age appropriate progressions.

- A. Exhibits appropriate body movements and skill development.**
- B. Expresses appropriate effort while engaging in physical activities.**

**NYS Standard 1: Personal Health and Fitness**  
**NYS Standard 2: A Safe and Healthy Environment**

**Cognitive:** The cognitive domain addresses the development of content knowledge and intellectual skills. Teaching and learning in the cognitive domain is essential to PE, as without it, students are less likely to understand rules or develop strategies to excel in activities, sports, and games.

- A. Demonstrates personal and responsible behaviors in physical education.**

**NYS Standard 2: A Safe and Healthy Environment**  
**NYS Standard 3: Resource Management**

**Affective:** The affective domain focuses on students' feelings, attitudes, and values about movement. Focus is on a student's ability to pay attention and place value on the importance of movement

- A. Engages in physical activity as a form of self-expression.**

**NYS Standard 2: A Safe and Healthy Environment**

## **Development of Learner Responsibilities that Support Academic Progress (Primary Only) (Will appear in Parent Guide)**

All New York State students must perform at higher levels of academic achievement than ever before. These responsible behaviors promote growth and learning throughout life.

These responsibilities include:

- Paying attention
- Working cooperatively
- Completing homework
- Respecting rights, feelings, and property of others
- Organizing materials
- Following classroom expectations and routines
- Actively participating in classroom discussions
- Following directions
- Working independently
- Using class time effectively to produce quality work
- Asking for help at appropriate times
- Demonstrating self-control physically
- Demonstrating self-control verbally

## Frequently Asked Questions

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

A. The purpose of a standards-based reporting system is to provide parents/guardians, teachers and students with more accurate information about students' progress toward meeting content standards.

**Q. 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.
- Your child is assessed with respect to standards rather than compared to other students.

**Q. Why is grade reporting in trimesters and not in quarters?**

A. Trimester grade reporting provides more time for students to demonstrate proficiency towards meeting the standards. This allows adequate time for teachers to instruct, assess, and provide evidence of student learning. In addition, trimesters provide for additional opportunities to meet the needs of individual students and their respective abilities.

**Report Card Dates to Remember**

First Trimester (September 7-December 10) – Report cards mailed December 22

Second Trimester (December 11-March 18) – Report cards mailed March 31

Third Trimester (March 19-June 17) – Report cards mailed June 30

**Q. Why are all of the grade level standards not listed on the report card?**

A. The Report Card Committee Representatives selected the standards and descriptors that were considered to be most significant at each grade level.

**Q. Should I be worried if I see “2”s on my child’s report card?**

A. “2” reflects normal progress and is expected in the first two trimesters. A student is expected to progress towards meeting the standards over the course of the year because the standards are end of grade-level expectations. The goal is for all students to be at a level “3” by the end of the school year.

**Q. Can my child earn a “3” or “4” in the first trimester?**

A. While this is not the norm, it is possible for a student to score a “3” or “4” in the first trimester. The student can earn “3” if their work consistently demonstrates that they have fully mastered all of the grade level standards. A student earns a mark of “4” if he or she is consistently working at the level of expectation of the next grade level’s standards. These marks are not expected in the first trimester, but may occur.

**Q. Will students with an individualized education plan (IEP) still receive quarterly progress reports?**

A. Yes, students with an IEP will continue to receive quarterly progress reports in addition to trimester report cards. The quarterly progress report is a separate document which measures progress toward achieving individual student goals as indicated by the IEP.

**Q. Does my child’s attendance affect his or her academic performance?**

A. When your child is not in school they are missing valuable classroom instruction. Research shows that when students are excessively absent from school, academic progress is negatively impacted.

**Q. What if I still have questions regarding my child’s report card?**

A. If you still have questions regarding your child’s report card, contact your child’s teacher. He or she is a valuable resource to help you understand how your child is doing in school and what you can do to help them succeed.



# **Additional Resources**

## Appendix A Math Fluency

What is fluency? Math fact fluency refers to the ability to recall the basic facts in addition, subtraction, multiplication and division, accurately, quickly and effortlessly. Multiplication and division begins in Grade 3.

The fluency expectations for each grade level are included below.

Grade	Required Fluency
K	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20 Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100 Add/subtract within 1000 (pencil and paper)
4	Add/subtract within 1,000,000 (pencil and paper)
5	Multi-digit multiplication (pencil and paper)

### **Grade K**

By the end of Kindergarten, students will have memorized all addition facts with sums to 5.

0+0   1+0   2+0   3+0   4+0   5+0  
0+1   1+1   2+1   3+1   4+1  
0+2   1+2   2+2   3+2  
0+3   1+3   2+3  
0+4   1+4  
0+5

By the end of Kindergarten, students will have memorized all addition facts with minuends to 5.

5-0   4-0   3-0   2-0   1-0   0-0  
5-1   4-1   3-1   2-1   1-1  
5-2   4-2   3-2   2-2  
5-3   4-3   3-3  
5-4   4-4  
5-5

## **Grade 1**

By the end of grade 1, students will have memorized all addition facts with sums to 10.

0+0	1+0	2+0	3+0	4+0	5+0	6+0	7+0	8+0	9+0	10+0
0+1	1+1	2+1	3+1	4+1	5+1	6+1	7+1	8+1	9+1	
0+2	1+2	2+2	3+2	4+2	5+2	6+2	7+2	8+2		
0+3	1+3	2+3	3+3	4+3	5+3	6+3	7+3			
0+4	1+4	2+4	3+4	4+4	5+4	6+4				
0+5	1+5	2+5	3+5	4+5	5+5					
0+6	1+6	2+6	3+6	4+6						
0+7	1+7	2+7	3+7							
0+8	1+8	2+8								
0+9	1+9									
0+10										

By the end of Grade 1, students will have memorized all addition facts with minuends to 10.

10-0	9-0	8-0	7-0	6-0	5-0	4-0	3-0	2-0	1-0	0-0
10-1	9-1	8-1	7-1	6-1	5-1	4-1	3-1	2-1	1-1	
10-2	9-2	8-2	7-2	6-2	5-2	4-2	3-2	2-2		
10-3	9-3	8-3	7-3	6-3	5-3	4-3	3-3			
10-4	9-4	8-4	7-4	6-4	5-4	4-4				
10-5	9-5	8-5	7-5	6-5	5-5					
10-6	9-6	8-6	7-6	6-6						
10-7	9-7	8-7	7-7							
10-8	9-8	8-8								
10-9	9-9									
10-10										

## **Grade 2**

By the end of Grade 2, students will have memorized all addition facts with sums of two one-digit numbers.

0+0	1+0	2+0	3+0	4+0	5+0	6+0	7+0	8+0	9+0
0+1	1+1	2+1	3+1	4+1	5+1	6+1	7+1	8+1	9+1
0+2	1+2	2+2	3+2	4+2	5+2	6+2	7+2	8+2	9+2
0+3	1+3	2+3	3+3	4+3	5+3	6+3	7+3	8+3	9+3
0+4	1+4	2+4	3+4	4+4	5+4	6+4	7+4	8+4	9+4
0+5	1+5	2+5	3+5	4+5	5+5	6+5	7+5	8+5	9+5
0+6	1+6	2+6	3+6	4+6	5+6	6+6	7+6	8+6	9+6
0+7	1+7	2+7	3+7	4+7	5+7	6+7	7+7	8+7	9+7
0+8	1+8	2+8	3+8	4+8	5+8	6+8	7+8	8+8	9+8
0+9	1+9	2+9	3+9	4+9	5+9	6+9	7+9	8+9	9+9

By the end of Grade 2, students will have memorized all subtraction facts with minuends less than 20 with differences less than 10.

									11-2
							12-3		11-3
					13-4		12-4		11-4
				14-5	13-5		12-5		11-5
			15-6	14-6	13-6		12-6		11-6
		16-7	15-7	14-7	13-7		12-7		11-7
	17-8	16-8	15-8	14-8	13-8		12-8		11-8
18-9	17-9	16-9	15-9	14-9	13-9		12-9		11-9

What you can expect in Grades 3-5:

0x0	1x0	2x0	3x0	4x0	5x0	6x0	7x0	8x0	9x0
0x1	1x1	2x1	3x1	4x1	5x1	6x1	7x1	8x1	9x1
0x2	1x2	2x2	3x2	4x2	5x2	6x2	7x2	8x2	9x2
0x3	1x3	2x3	3x3	4x3	5x3	6x3	7x3	8x3	9x3
0x4	1x4	2x4	3x4	4x4	5x4	6x4	7x4	8x4	9x4
0x5	1x5	2x5	3x5	4x5	5x5	6x5	7x5	8x5	9x5
0x6	1x6	2x6	3x6	4x6	5x6	6x6	7x6	8x6	9x6
0x7	1x7	2x7	3x7	4x7	5x7	6x7	7x7	8x7	9x7
0x8	1x8	2x8	3x8	4x8	5x8	6x8	7x8	8x8	9x8
0x9	1x9	2x9	3x9	4x9	5x9	6x9	7x9	8x9	9x9

By the end of Grade 3, students will have memorized all quotients associated with the above products.

0÷1	0÷2	0÷3	0÷4	0÷5	0÷6	0÷7	0÷8	0÷9
1÷1	2÷2	3÷3	4÷4	5÷5	6÷6	7÷7	8÷8	9÷9
2÷1	4÷2	6÷3	8÷4	10÷5	12÷6	14÷7	16÷8	18÷9
3÷1	6÷2	9÷3	12÷4	15÷5	18÷6	21÷7	24÷8	27÷9
4÷1	8÷2	12÷3	16÷4	20÷5	24÷6	28÷7	32÷8	36÷9
5÷1	10÷2	15÷3	20÷4	25÷5	30÷6	35÷7	40÷8	45÷9
6÷1	12÷2	18÷3	24÷4	30÷5	36÷6	42÷7	48÷8	54÷9
7÷1	14÷2	21÷3	28÷4	35÷5	42÷6	49÷7	56÷8	63÷9
8÷1	16÷2	24÷3	32÷4	40÷5	49÷6	56÷7	64÷8	72÷9
9÷1	18÷2	27÷3	36÷4	45÷5	54÷6	63÷7	72÷8	81÷9
10÷1	20÷2	30÷3	40÷4	50÷5	60÷6	70÷7	80÷8	90÷9

Students benefit from repeated practice to develop fact fluency. In addition, it is useful for them to develop strategies to support their fluency development. The websites and apps on the following page provide opportunities for practice in addition strategies.



## Appendix B Fact Fluency Websites

### Developing Fact Fluency

<http://www2.carrollk12.org/instruction/elemcurric/math/tbasicfacts.HTM>

This website contains information about fluency and resources to help students develop their fluency.

### Math Facts Café

<http://www.mathfactcafe.com/>

This website includes printable math worksheets for elementary school and home use. This includes generators for math drills, flashcards, counting, time, money, and more.

### Soft Schools

<http://www.softschools.com/math/>

SoftSchools.com provides free math worksheets and games. Worksheets and games are organized by grades and topics. These printable math and phonics worksheets are auto generated.

### Math Drills

<https://www.math-drills.com/>

This website provides online fact tests in which math problems are organized into 86 levels ranging from simple ordering of numbers to addition and subtraction, multiplication, division, fractions, time, algebra, geometry, etc.

### Math Magician Games

<http://www.oswego.org/ocsd-web/games/Mthmagician/cathymath.html>

Math Magician provides online facts challenges.

### XtraMath

<https://xtramath.org/#/home/index>

This is a free website that helps student transition for counting or calculating the basic math facts to recalling them. It is free for teachers and parents.

### Facts Fluency Apps

*Fast Facts* by StudySmart.....drills/games

*Mathris* by DivMob.....a game like *Tretris* using addition, subtraction, multiplication, and division skills

*Fractions* by Braining Camp.....primarily for grades four and five

*Math Bingo* by ABCya.com

## **Appendix C**

### **English Language Arts Websites**

#### **Sight Words**

<http://www.interactivesites.weebly.com/readingsight-words.html>

This website offers fun, educational, interactive games and simulations for children to practice both sight words and reading comprehension.

#### **Spelling Practice with Dolch Sight Words**

[www.abcya.com](http://www.abcya.com)

This website reinforces the reading and spelling of sight words by having your child place mixed-up letters in the proper order.

#### **Letter Recognition and Sound**

[www.starfall.com](http://www.starfall.com)

Students can actively practice their letter sounds, vowels, diagraphs, and blends by playing various games. They can also read a variety of stories with assistance from the website.

#### **Reading Unknown Words**

<http://www.funbrain.com/brain/ReadingBrain.htm>

The top portion of this website offers a variety of on-line books. The bottom portion offers a host of games specific to phonics skill areas.

#### **Storyline**

<http://www.storylineonline.net>

This website features actors and actresses reading some of their favorite children's books.

#### **Transport to Reading**

<http://www.professorgarfield.org/transport/transport.html>

This website hosts a variety of games for students to practice beginning and ending sounds, rhyming words, phoneme blending, and vowels.