

**Pittsford Central School District
Standards Based Grading
Second Grade**

As you know, our standards have shifted in order to prepare our students to be college and career ready. In Pittsford, and in schools across the country, we are working to strengthen teaching and learning to ensure our students graduate with the skills they need to be successful. Along with the instructional shifts necessary to align with the Common Core, the students' levels of performance will be measured using standards based grading. This document is designed to support you as you interpret your child's report card and support his/her learning.

Shifts Associated with Standards Based Reporting

- This is the second year of a standards based reporting system for all subject areas, including special areas. There is no comparison between how the academic performance levels are reported now, versus how they were reported on report cards in the past.
- The standards on the report card represent *end of year* expectations for students.
- When determining a level of performance on the report card, teachers are using multiple pieces of evidence.
- The language on the report card is directly aligned with the Common Core, but is in a condensed format. For more specific information about what is expected for each standard, a review of the Common Core Standards is beneficial.

<http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards>

For each grade level standard, there are four different performance levels.

T= Targeted area of concern

- Students receive a "T" for standards where targeted additional instruction is provided and necessary for the student to meet the end of year grade level standard. This additional instruction in the targeted area may be provided within or outside of the general education classroom.

PWS= Progressing towards grade level standards with support

- Students receive a "PWS" when they are making appropriate progress towards the end of the year benchmark for that standard, with extra support from the classroom teacher.

P= Progressing towards grade level standards

- Students receive a "P" when they are making appropriate progress towards the end of the year benchmark for that standard. Given the depth and complexity of each of the standards, students will often need the full year of instruction to be independently and consistently mastering the standards being measured. Therefore, we would expect many of our students to be progressing "P" throughout the year.

M= Meeting grade level standards

- Students receive an “M” when they are independently and consistently applying what is expected by the standard being measured and as evidenced by multiple measures of achievement. “M” is the goal for most students to reach by June.

WB= Currently working beyond grade level standards

- Students receive a “WB” when they have demonstrated a consistent and independent application of the expected grade level standards, and are able to apply the learning embedded in these standards in both predictable and unpredictable situations. Students who are “WB” are receiving differentiated instruction at their appropriate level.

NA= Not assessed at this time

Students receive a “NA” for those areas where students have not yet received instruction and have not yet been assessed.

Here are some examples of what you will see under the elementary standards in **math** on the report card and what that looks like for your child in his//her second grade classroom:

Makes sense of problems and perseveres in solving them.

Mathematically proficient students in second grade examine problems and tasks, can make sense of the meaning of the task and find an entry point or a way to start the task. Second grade students also develop a foundation for problem solving strategies and become independently proficient on using those strategies to solve new tasks. In second grade, students’ work continues to use concrete manipulatives and pictorial representations as well as mental mathematics. Second grade students also are expected to persevere while solving tasks; that is, if students reach a point in which they are stuck, they can reexamine the task in a different way and continue to solve the task. Lastly, mathematically proficient students complete a task by asking themselves the question, “Does my answer make sense?”

Constructs viable arguments and critiques the reasoning of others.

Mathematically proficient students in second grade accurately use definitions and previously established solutions to construct viable arguments about mathematics. During discussions about problem solving strategies, students constructively critique the strategies and reasoning of their classmates. For example, while solving $74 - 18$, students may use a variety of strategies, and after working on the task, can discuss and critique each other’s reasoning and strategies, citing similarities and differences between strategies.

Uses appropriate tools strategically.

Mathematically proficient students in second grade have access to and use tools appropriately. These tools may include snap cubes, place value (base ten) blocks, hundreds number boards, number lines, rulers, and concrete geometric shapes (e.g., pattern blocks, 3-d solids). Students also have experiences with educational technologies, such as calculators and virtual manipulatives, which support conceptual understanding and higher-order thinking skills. During classroom instruction, students have access to various mathematical tools as well as paper, and determine which tools are the most appropriate to use. For example, while measuring the length of the hallway, students can explain why a yardstick is more appropriate to use than a ruler.

Here are some examples of what you will see under the elementary standards in *literacy* on the report card and what that looks like for your child in his//her second grade classroom:

Knows and applies grade –level phonics to solve unknown words.

Students will distinguish long and short vowels when reading regularly spelled one-syllable words, know spelling-sound correspondences for additional common vowel teams, decode regularly spelled two-syllable words with long vowels, decode words with common prefixes and suffixes, identify words with inconsistent but common spelling-sound correspondences, and recognize and read grade-appropriate regularly spelled words.

Students will answer questions and prompts like:

Does that sound right?

Does that look right?

Does that make sense?

Look for chunks you know and say them.

Look at the beginning (or end) of the word and try it again.

Look at the word, does it look like ...?

Participates in collaborative conversations with diverse partners.

The students will follow agreed-upon rules for discussions, build on others' talk in conversations by responding to the comments of others during multiple exchanges, and ask for clarification and further explanation as needed about the topics and texts under discussion. In second grade, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engaged as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Second graders should also engage in collaborative conversations (such as book groups, literature circles, or buddy reading), and develop skills in active (close) listening and group discussion. Students should practice looking at the speaker, turn taking, linking ideas to the speakers' ideas, and sharing the floor.

In closing, we offer that while this is this a new reporting system for you to understand and make sense of as it relates to your child, it also represents a tremendous learning curve for teachers and students as well. Along with your support, we will continue to educate our students about the expectations of the standards and the most effective ways for the students to understand and apply their new learning. We appreciate your questions, feedback and support as we work through our first reporting period together.

For additional information, please see our District website:

<http://www.pittsfordschools.org/files/filesystem/parent%20resources%20on%20engageny%20sept%2013.pdf>