

Pittsford Central School District
Standards Based Grading
First 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.

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.

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.

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/or 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 first grade classroom:

Makes sense of problems and perseveres in solving them.

Mathematically proficient students in first grade continue to develop the ability to focus attention, test hypotheses, take reasonable risks, remain flexible, try alternatives, exhibit self-regulation, and persevere (Copley, 2010). As the teacher uses thoughtful questioning and provides opportunities for students to share thinking, first grade students become conscious of what they know and how they solve problems. They make sense of task-type problems, find an entry point or a way to begin the task, and are willing to try other approaches when solving the task. They ask themselves, “Does this make sense?” first grade students’ conceptual understanding builds from their experiences in Kindergarten as they continue to rely on concrete manipulatives and pictorial representations to solve a problem, eventually becoming fluent and flexible with mental math as a result of these experiences.

Constructs viable arguments and critiques the reasoning of others.

Mathematically proficient students in first grade continue to develop their ability to clearly express, explain, organize and consolidate their math thinking using both verbal and written representations. Their understanding of grade appropriate vocabulary helps them to construct viable arguments about mathematics. For example, when justifying why a particular shape isn’t a square, a first grade student may hold up a picture of a rectangle, pointing to the various parts, and reason, “It can’t be a square because, even though it has 4 sides and 4 angles, the sides aren’t all the same size.” In a classroom where risk-taking and varying perspectives are encouraged, mathematically proficient students are willing and eager to share, consider, and questions the ideas of others.

Uses appropriate tools strategically.

Mathematically proficient students in first grade have access to a variety of concrete (e.g. 3-dimensional solids, ten frames, number balances, number lines) and technological tools (e.g., virtual manipulatives, calculators, interactive websites) and use them to investigate mathematical concepts. They select tools that help them solve and/or illustrate solutions to a problem. They recognize that multiple tools can be used for the same problem- depending on the strategy used. For example, a child who is in the counting stage may choose connecting cubes to solve a problem. While, a student who understands parts of number, may solve the same problem using ten-frames to decompose numbers rather than using individual connecting cubes. As the teacher provides numerous opportunities for students to use educational materials, first grade students’ conceptual understanding and higher-order thinking skills are developed.

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 first grade classroom:

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

Students will know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound), decode regularly spelled one syllable words, and know the final –e and common vowel team conventions for representing long vowel sounds. Students will also use the knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word, decode two-syllable words following basic patterns, and read words with inflectional endings. Students are also continuing to read common high-frequency words by sight.

Students will answer questions like:

Does that sound right?

Does that look right?

Does that make sense?

Can you clap the syllables in this word?

What does this final –e tell you about this word?

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 questions to clear up any confusion about the topics and texts under discussion. In first grade, students will need ample opportunities to take part in a variety of rich, structured conversations. Students should be actively engaged as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. First 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>

References:

Copley, J. (2010). *The young child and mathematics*. Washington DC: NAEYC.