Pittsford Central School District
Standards Based Grading
Kindergarten

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 elementary 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 Kindergarten classroom:

Makes sense of problems and perseveres in solving them.
Mathematically proficient students in Kindergarten begin to develop effective dispositions toward problem solving. In rich settings in which informal and formal possibilities for solving problems are numerous, young children develop the ability to focus attention, test hypotheses, take reasonable risks, remain flexible, try alternatives, exhibit self-regulation, and persevere (Copley, 2010). Using both verbal and nonverbal means, Kindergarten students begin to explain to themselves and others the meaning of a problem, look for ways to solve it, and determine if their thinking makes sense or if another strategy is needed. As the teacher uses thoughtful questioning and provides opportunities for students to share thinking, Kindergarten students begin to reason as they become more conscious of what they know and how they solve problems.

Constructs viable arguments and critiques the reasoning of others.
In Kindergarten, mathematically proficient students begin to clearly express, explain, organize and consolidate their math thinking using both verbal and written representations. Through opportunities that encourage exploration, discovery, and discussion, kindergarten students begin to learn how to express opinions, become skillful at listening to others, describe their reasoning and respond to others' thinking and reasoning. They begin to develop the ability to reason and analyze situations as they consider questions such as, "Are you sure…?" "Do you think that would happen all the time…?", and "I wonder why…?"

Uses appropriate tools strategically.
In Kindergarten, mathematically proficient students begin to explore various tools and use them to investigate mathematical concepts. Through multiple opportunities to examine materials, they experiment and use both concrete materials (e.g. 3-dimensional solids, connecting cubes, ten frames, number balances) and technological materials (e.g., virtual manipulatives, calculators, interactive websites) to explore mathematical concepts. Based on these experiences, they become able to decide which tools may be helpful to use depending on the problem or task. For example, when solving the problem, "There are 4 dogs in the park. 3 more dogs show up in the park. How many dogs are in the park?" Students may decide to act it out using counters and a story mat; draw a picture; or use a handful of cubes.

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 Kindergarten classroom:

Asks and answers questions about texts shared in class.
With assistance, students will understand what key details are and be able to ask and answer questions about them in both literature and informational texts. In literature, students will have to be able to retell a story in sequential order and recognize and name elements in a story. With informational texts, students should be able to state the main idea in their own words and tell how two individuals, events, ideas, or information are linked together.

Knows and applies grade –level phonics to solve unknown words.
Students will demonstrate basic knowledge of letter-sound correspondences by producing the primary, or most frequent sound, for each consonant. Students will also associate the long and short sounds with their common spellings, read common high frequency words by sight, and distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Students will answer questions like:
Does that sound right?
Does that look right?
Does that make sense?

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.