

Niagara Falls City School District

Primary & Intermediate Report Card Teacher Handbook

Grades K - 6

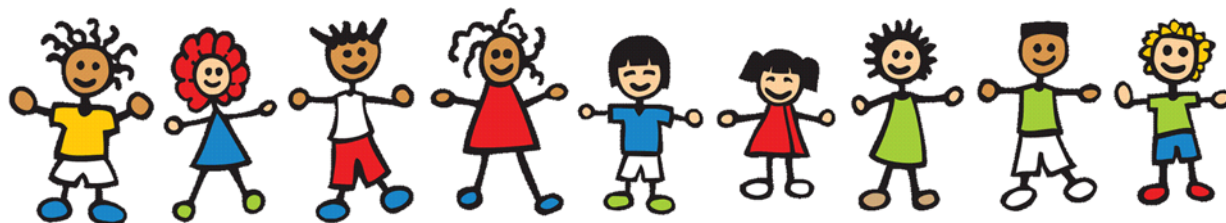


Table of Contents

	Page
Overview of the K-6 Report Cards	2
Attendance Tracking in Grades K-6	3
Grading the Report Cards (Includes Primary and Intermediate Information)	4-5
K-6 Report Card Snapshots with Annotations	6-19
Performance Levels	20
PowerTeacher Plus Screenshots	21-25
AIMSweb Results Table Primary	26-27
Art and Music, STEM and Performing Arts	28
Primary Physical Education Report Card	29
Development of Learner Responsibilities (Primary)	30
Frequently Asked Questions	31-32
Additional Resources:	33-40
Appendix A – Math Fluency	34-37
Appendix B – Fact Fluency Websites	38
Appendix C – English Language Arts Websites	39
Appendix D – 2023-2024 Report Card Schedule	40

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

Grading the Report Card

Q. How do I know which standards to grade at each trimester?

A. Although all of the standards are listed for the year, you are only grading **specific** standards per trimester. Please refer to your grade level report card on the following pages. Any cells that are shaded in yellow are **NOT** graded during that trimester.

Q. How will I score each standard?

A. ELA, Math, Physical Education, Music, Art, STEM and Performing Arts (Sister Schools only) - You will enter a score of 4-1. Please refer to pg. 20 for more detailed information on each Performance Level Score. Intermediate schools report end-of-course grades only in Art and Music.

Math Fluency Expectations - A drop down menu will appear when your mouse hovers over the fluency. A score of 3-1 will be used. The descriptor will appear on the report card.

Responsibilities of the Learner - This portion of the Primary report card can be found under the "Homeroom" tab on the PowerTeacher Plus screen. Responsibilities will be graded using the following symbols:

+ consistently and independently meets expectations

* usually meets expectations with reminders

- does not meet classroom expectations

Q. How do I enter Comments to Parents?

A. Refer to the snapshots on pg. 23-25 of this handbook. Please note that you also have the option of drafting your own comment.

Q. How do I report AIMSweb data?

A. The data will automatically be inserted by the IS department for the Primary report cards.

Q. How do I score the "Reading at Grade Level" area?

A. We are reporting on the End of the Year Standards for the Primary report cards.

Q. What do I do if my student did not meet the standard by the end of the year?

A. Remember that at the 3rd Trimester the students are no longer working towards the standards, therefore, they will receive a 1 (minimal progress towards standard). (Primary)

Q. Should I be worried if I am grading lots of "2's" on my student's report card?

A. **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 student 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 a 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/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. This information was also noted in the Parent Handbook that was created.
- Q. On the Intermediate report card, can I change a standard proficiency grade that appeared in a prior trimester?
- A. Yes, however you do not change the prior proficiency level but will enter the new level in the current trimester. This maintains a historical record of growth.

Annotated Grade K Report Card Sample



SCHOOL DISTRICT OF THE CITY OF NIAGARA FALLS KINDERGARTEN REPORT CARD



STUDENT NAME	STUDENT ID# 10012	GRADE: K	ROOM	YEAR 2023-2024	SCHOOL OODNR
TEACHER	PRINCIPAL	MARKING PERIOD Fall		TELEPHONE	

To the Parent or Guardian of:

#998

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
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

English Language Arts Reading		Fall	Winter	Spring
Teachers report on progress toward end of year standards	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.			
Reading Foundational Skills		Fall	Winter	Spring
	Understands Concepts of Print.			
	Identifies uppercase and lowercase letters.			
	Identifies letter sounds.			
	Reads grade level sight words.			
	Decodes simple consonant-vowel-consonant (CVC) words.			
Language and Writing Standards		Fall	Winter	Spring
	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).			
Speaking and Listening		Fall	Winter	Spring
	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	N/A
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.			
-------------------------	--	--	--

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.			

END OF YEAR GRADE LEVEL FLUENCY EXPECTATIONS

Fluently adds and subtracts all numbers to 5.

These fluencies are critical and will be monitored throughout the year

Specific standards are listed in social 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 can maintain a steady beat.			
Student responds expressively to music.			
Student demonstrates melodic competency.			
Student has an expanded musical repertoire.			

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

Kansas & Missouri Bond Only

Performing Arts

Fall Winter Spring

	Fall	Winter	Spring		Fall	Winter	Spring
Utilizes materials appropriately and effectively.				Creating: Generate artistic ideas and work.			
Gathers information through observation and questioning.				Performing: Interpret artistic work for presentation.			
Is able to persevere when faced with a challenge.				Responding: Analyze artistic work.			
Selects appropriate code to complete a given task.				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	STUDENT ID#	GRADE	ROOM	YEAR	SCHOOL
	10012	1		2023-2024	OODNR
TEACHER	PRINCIPAL		MARKING PERIOD	Fall	TELEPHONE

To the Parent or Guardian of:

#998

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

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	

Performance Levels

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

English Language Arts Reading	Fall	Winter	Spring
Reading at Grade Level			
Answer questions about the main idea of the text.			
Retells stories including key details such as characters, setting and events in order.			
Identifies differences between fiction and nonfiction stories.			
Identifies parts of nonfiction text including labels, lists, photographs, bold print, maps, captions, and diagrams.			
Reads grade-level high-frequency words independently.			

Reading Foundational Skills	Fall	Winter	Spring
Applies rules to identify short/long vowels, blends, syllables, and endings.			
Knows and applies grade level phonics and strategies when decoding words.			
Reads accurately and fluently to support comprehension.			

English Language Arts Writing	Fall	Winter	Spring
Writes a personal narrative piece that talks about two or more appropriately sequenced events with details.			
Writes an informative (expository) piece that has a topic, facts about the topic, and includes a closing statement.			
Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.			

Speaking and Listening	Fall	Winter	Spring
Participates in discussions about Grade 1 topics and texts with small and large groups.			

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

Message to Parents

School Message

Performance Levels		Score	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							
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							
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							
Measures length with non-standard units.							
Organizes, represents and interprets data.							
Tells and writes time to hour and half hour.							
Geometry							
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.							
Physical Education							
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							
Student demonstrates a steady beat.							
Student responds appropriately to instrumental music.							
Student can match pitches vocally.							
Student has expanded their musical repertoire.							
Art							
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							
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.							
Performing Arts							
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							
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.							
Comments:							

Annotated Grade 2 Report Card Sample



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



STUDENT NAME	STUDENT ID# 10012	GRADE: 2	ROOM	YEAR 2023-2024	SCHOOL OODNR
TEACHER	PRINCIPAL	MARKING PERIOD Fall		TELEPHONE	

To the Parent or Guardian of:

#998

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

DWEAP 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

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

English Language Arts Reading

Fall Winter Spring

Reading at Grade Level.			
Ask and answer questions to demonstrate an understanding of key ideas and details in a text.			
Identify a main topic or central idea and retell key details in a text.			
Demonstrate understanding of story elements and/or topics applying information gained from illustrations or text features.			
In fictional texts, describe how characters respond to major events and challenges.			
In informational texts, describe the connections among ideas, concepts, or a series of events.			

Reading Foundational Skills

Fall Winter Spring

Knows and applies grade level phonics, and word analysis skills to decode unfamiliar words.			
Read grade-level high-frequency words independently.			
Read grade-level text with sufficient accuracy and fluency to support comprehension.			

English Language Arts Writing

Fall Winter Spring

Write an opinion about a topic of personal experience, using clear reasons and relevant evidence.			
Write informational text that includes a topic, uses facts to support the topic, and provides a concluding statement.			
Writes narrative pieces that include a short sequence of events, details to describe actions, thoughts, feelings, temporal words and a sense of closure.			

Speaking and Listening

Fall Winter Spring

Participates in discussions about grade 2 topics and texts with small and large groups.			
Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing reasons.			

Language

Fall Winter Spring

Writes using appropriate capitalization, punctuation, and spelling.			
Uses standard English grammar when writing or speaking.			
Uses generalized learned spelling patterns when writing words.			

Message to Parents

School Message

Performance Levels

	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
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

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

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

Partitions circles and rectangles into two, three, or four equal shares.			
--	--	--	--

END OF YEAR GRADE LEVEL FLUENCY EXPECTATIONS

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

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

	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.			

Kelley & Niagara St. Only

Performing Arts

	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.			

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:

Annotated Grade 3 Report Card Sample



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



STUDENT NAME	STUDENT ID#	GRADE	ROOM	YEAR	SCHOOL
		3		2023-2024	OODNR
TEACHER	PRINCIPAL	MARKING PERIOD		TELEPHONE	
		Fall			

To the Parent or Guardian of:

#996

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

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

ENL	Fall	Winter	Spring
ENL Effort			

Special Education	Fall	Winter	Spring
Special Ed. Effort			

Art	Final
Art Proficiency Grade	
Art Effort	

Music	Final
Music Proficiency Grade	
Music Effort	

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

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
Reading - Year End Standard			
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.			
In literary texts, describe character traits, motivations, or feelings, drawing on specific details.			
Recall facts in a text in sequential order.			
Discusses how the reader's point of view differs from the author, narrator, or characters in the text.			
Responds to literature when prompted.			
Reading: Foundation Skills - Year End Standard			
Knows and applies grade-level phonics and word analysis skills in decoding words.			
Reads grade level texts with sufficient accuracy and fluency to support comprehension.			
Writing	Fall	Winter	Spring
Writing - Year End Standard			
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 to develop real or imagined experiences or events using techniques details and sequence of events.			
Produces writing that is developed, focused, organized, and edited.			
Writes routinely over extended time frames and shorter time frames.			
Speaking and Listening - Year End Standard			
Participates in class discussions with others about grade level topics and texts.			
Language Usage - Year End Standard			
Demonstrates command of the conventions of standard English grammar and usage when writing or speaking at the appropriate grade level.			

Mathematics	Fall	Winter	Spring
Fall			
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.			
Winter			
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.			
Spring			
Solve multiplication and division problems within 100.			
Solve multi-step problems involving more than one operation.			
Measure and find perimeter of 2-D figures.			
Solve 3-digit addition problems fluently.			
Solve 3-digit subtraction problems fluently.			
Fluency Expectations:			
Multiply and divide within 100.			

Annotated Grade 4 Report Card Sample



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



STUDENT NAME	STUDENT ID#	GRADE: 4	ROOM	YEAR 2023-2024	SCHOOL OODNR
TEACHER	PRINCIPAL	MARKING PERIOD Fall		TELEPHONE	

To the Parent or Guardian of:
#998

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 <u>exceeds</u> expectations for this marking period
3 - Proficient	The student <u>meets</u> expectations for this marking period
2 - Developing	The student <u>is working toward</u> expectations for this marking period
1 - Deficient	The student <u>is not meeting</u> expectations for this marking period

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

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

ENL	Fall	Winter	Spring
ENL Effort			

--	--	--	--

Special Ed	Fall	Winter	Spring
Special Ed Effort			

Math	Fall	Winter	Spring
Math Overall Grade			
Math Effort			

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

--	--	--	--

Music	Final
Music Proficiency Grade	
Music Effort	

Science	Fall	Winter	Spring
Science Overall Grade			
Science Effort			

Art	Final
Art Proficiency Grade	
Art Effort	

--	--	--	--

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

--	--	--	--

STEM (Abate Only)	Final
STEM Proficiency Grade	
STEM Effort	

Physical Education	Fall	Winter	Spring
Physical Education Proficiency Grade			
Physical Education 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 increasing 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
- Read to children in 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
Reading - Year End Standard				
Reads and comprehends literary and informational texts independently and proficiently within the average range.				
Refers to details in a text, both verbally and in written form, 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, both verbally and in written form.				
Determines the main idea of an expository (informational) text and explains how it is supported by key details; summarizes the text.				
Reading: Foundation Skills - Year End Standard				
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
Writing - Year End Standard				
Writes argumentative (opinion) pieces on topic or texts that support a point of view with reasons and information.				
Writes expository (informational) pieces that group related ideas and paragraphs and provides a conclusion.				
Writes personal narrative pieces that introduce a narrative/characters including details to describe actions.				
Produces writing that is developed, focused, organized, and edited.				
Cites and explains evidence from literary or informational text to support analysis, reflection and research.				
Language Usage - Year End Standard				
Demonstrates command of the conventions of standard English grammar and usage when writing or speaking at the appropriate grade level.				
Speaking and Listening - Year End Standard				
Participates in class discussions with others about grade level topics and texts.				

Mathematics		Fall	Winter	Spring
Fall				
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.				
Winter				
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.				
Spring				
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.				
*Fluency Expectations:				
Add and Subtract within 1,000,000.				

Annotated Grade 5 Report Card Sample



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



STUDENT NAME	STUDENT ID#	GRADE: 5	ROOM	YEAR: 2023-2024	SCHOOL: OODNR
TEACHER	PRINCIPAL	MARKING PERIOD: Fall		TELEPHONE	

To the Parent or Guardian of:

#998

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

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			

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

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

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

ENL	Fall	Winter	Spring
ENL Effort			

Special Ed	Fall	Winter	Spring
Special Ed. Effort			

Music	Final
Music Proficiency Grade	
Music Effort	

Art	Final
Art Proficiency Grade	
Art Effort	

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

Performing Arts (Abate Only)	Fall	Winter	Spring
Performing Arts Proficiency Grade			
Performing Arts 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 increasing 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
- Read to/with your child and stress the importance of lifelong learning
- Monitor children's school work at home
- Become and stay involved in your child's education

Reading	Fall	Winter	Spring
Reading Literature - Year End Standard			
Determine theme or central idea of a variety of texts, stories, or poems and explain with accurate details.			
Summarize a text, story, or poems and explain with accurate details.			
Locate relevant details and evidence when explaining what a text says and make logical inferences.			
Compare and contrast two or more characters, settings, events, or concepts.			
Determine the meaning <u>or</u> words and phrases as they are used in text, including figurative language.			
Identify text structure and point of view of one or more text types.			
Explain how a narrator or speaker's point of view influences the text.			
Reading Foundations - Year End Standard			
Read grade-level texts with sufficient accuracy and fluency to support comprehension.			
Writing			
Writing - Year End Standard			
Write an argumentative essay to support a claim with relevant evidence.			
Write an informational essay to examine a topic with relevant evidence.			
Write a narrative to develop real or imaginary experiences and events using effective techniques, descriptive details, and clear event sequences.			
Accurately cites and explains evidence from literary or informational text to support analysis, reflection, and research of the topic.			
Produces writing that is developed, focused, organized, and edited.			
Speaking and Listening			
Engage effectively in a range of collaborative discussions with diverse partners and groups.			
Language - Year End Standard			
Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.			

Mathematics	Fall	Winter	Spring
Fall			
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.			
Winter			
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.			
Spring			
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 <u>(x,y)</u> coordinates.			
Determine what values are represented by points on a coordinate grid.			
Fluency Expectations:			
Multi-digit multiplication using the standard algorithm.			

Annotated Grade 6 Report Card Sample



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



STUDENT NAME	STUDENT ID#	GRADE	ROOM	YEAR	SCHOOL
		6		2023-2024	OODNR
TEACHER	PRINCIPAL	MARKING PERIOD		TELEPHONE	
		Fall			

To the Parent or Guardian of:

#998

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

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	

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			

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.

ACHIEVEMENT OF GRADE LEVEL STANDARDS

Reading	Fall	Winter	Spring	Writing	Fall	Winter	Spring
Reads and comprehends complex literary and informational texts independently and proficiently.				Writes arguments to support claims.			
Reads closely to determine what the text says explicitly and makes logical inferences.				Writes informative/explanatory texts to examine a topic.			
Determines central ideas or themes of a text and analyzes their development and summarizes the key supporting details.				Writes narratives to develop real or imagined experiences or events.			
Analyzes how and why individuals, events, or ideas develop and interact over the course of a text.				Creates and presents a response to literature.			
Number of books read to date				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
Fall			
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.			
Winter			
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.			
Spring			
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.			

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:

4 Exceeds Standards	3 Meets Standards	2 Approaching Standards	1 Minimal Progress Towards Standards
Student performance demonstrates superior 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 does not demonstrate understanding of the end of year standards at this grade level
Student independently exceeds requirements for grade-level work , and is working well above grade level	Meets requirements for grade-level work	Beginning and working toward meeting requirements for grade-level work	Working well below grade level requirements
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:

Performance Level Score	Explanation
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.

Grades: Standards - T1

P2(A) 1ST GRADE LANGUAGE ARTS

Read Only View

		Show flow									
		Grade Scale Type: (4 - NYA)									
		ETLAWC.1	ETLAWC.2	ETLAWC.3	ETLAWC.4	ETLAWC.5	ETLAIR.1	ETLAIR.2	ETLAIR.3	ETLAIR.4	ETLAIR.5
STUDENT (4)	T1										
1	[REDACTED]	-	-	-	-	-	-	-	-	-	-
2	[REDACTED]	-	-	-	-	-	-	-	-	-	-
3	[REDACTED]	-	-	-	-	-	-	-	-	-	-
4	[REDACTED]	-	-	-	-	-	-	-	-	-	-

Page 1 of 2 Columns: Page 10

Legend

Icons Professional Judgment Indicator

Click in the Standards box, it is EK*.* – E2*.* depending on what grade level you are working with, once you click in the box, the Standard will appear at the top left to let you know what Standard you are grading, you can also hover your mouse over the Standard name to see the description. Once you click the Standards box, the valid codes will appear on right side of the screen for entry.

Entering Responsibilities of the Learner in PowerTeacher Plus for Primary Report Cards

The screenshot displays the PowerTeacher Plus interface for entering learner responsibilities. The top navigation bar includes 'Grading', 'Students', 'Progress', 'Reports', 'Settings', and 'Apps'. The sidebar on the left shows 'Read Only View' and 'Grade Scale Type (v--)' with a dropdown for 'EKS.G.1 Prgs. attention'. The main area displays a table of standards with columns for 'STUDENT (1)', 'T1', 'EKS.G.1', 'EKS.G.2', 'EKS.G.3', 'EKS.G.4', 'EKS.H.1', 'EKS.H.2', 'EKS.H.3', 'EKS.H.4', and 'EKS.H.5'. A 'Show More' button is visible. A 'Legend' section at the bottom indicates 'Icons - Professional Judgment Indicator'. A right-hand panel shows a 'Codes' section with a dropdown for 'EKS.G.1' and a 'Codes' button.

To Enter the Standards for **Responsibilities of the Learner** on Grades K-2, select the Homeroom section/class, click on the Grading tab, and select **Standards** under the **Grades** section.

Click in the Standards box, it is EKS.G.* – E2SG.* depending on what grade level you are working with, once you click in the box, the Standard will appear at the top left to let you know what Standard you are grading, you can also hover your mouse over the Standard name to see the description. Once you click the Standards box, the valid codes will appear on right side of the screen for entry.

Entering Comments in PowerTeacher Plus for Primary Report Cards

The screenshot shows the PowerTeacher Plus interface for entering comments. The top navigation bar includes 'Grading', 'Students', 'Progress', 'Reports', 'Settings', and 'Apps'. The main content area displays a table of standards for 'P1(A) KINDERGARTEN HOMEROOM'. The table has columns for 'STUDENT (1)', 'T1', and various standards (E2COM.1, E2COM.2, E2COM.3, E2COM.4, E2COM.5). The 'E2COM.1' cell is highlighted in yellow. Below the table, there is a 'Legend' section with a 'Professional Judgment Indicator' icon. On the right side, there is a 'Comments' section with a text area and a 'Show More' button. The bottom of the interface shows a 'Read Only View' warning and a 'Show More' button.

To Enter Comments on Grades K-2 select the Homeroom section/class, click on the Grading tab, and select **Standards** under the Grades section. Click in the comment box, it is E2COM.1 depending on what grade level you are working with. The entry box will be displayed at the right side of the screen for comment entry. After entering a comment, the student will have a blue icon displayed in their comment box to let you know one has been entered.

Entering Comments in PowerTeacher Plus for Intermediate Report Cards

The screenshot displays the 'Scoresheet - T1' interface for 'P2A(A) 3RD GRADE LANGUAGE ARTS'. The top navigation bar includes 'Students', 'Progress', 'Reports', 'Settings', and 'Apps'. The main content area is divided into two sections: 'STUDENTS (18)' and 'GRADE'. The 'STUDENTS' section lists 18 students, and the 'GRADE' section shows a table with columns for 'Calculation: Test Points' and 'Grade'. A yellow highlight is placed on the 'Comments' section on the right side of the screen, which is currently empty. A yellow sticky note is attached to the top right corner of the screen, reading 'Enter Comment Here'.

Grades 3-6 Entering Comments from the Scoresheet Screen
Click on grade box for the student, click on the comment balloon on the top right of the screen to enter comments.

Entering Comments in PowerTeacher Plus for Intermediate Report Cards

The screenshot displays the PowerTeacher Plus interface for entering comments. The top navigation bar includes 'Grading', 'Students', 'Progress', 'Reports', 'Settings', and 'Apps'. The main header shows 'Grades: Standards - T1' and 'P2A(A) 3RD GRADE LANGUAGE ARTS'. Below this, a 'Read Only View' warning is present. The central table lists students and their scores for various standards (ELAR 1 through ELAR 16). The 'Comments' column is highlighted in yellow, and a yellow circle is drawn around the 'Enter Comments here' button in the top right corner of the interface.

STUDENT (ID)	T1	ELAR 1	ELAR 2	ELAR 3	ELAR 4	ELAR 5	ELAR 6	ELAR 7	ELAR 8	ELAR 9	ELAR 10	ELAR 11	ELAR 12	ELAR 13	ELAR 14	ELAR 15	ELAR 16
1.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Grades 3-6 Entering Comments from the Standards Screen

Click on Trimester box for the student, click on the comment balloon on the top right of the screen to enter comments.

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

(Provided for informational purposes – will appear in Parent Guide)

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	48÷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 *Tetris* 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

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

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.

**Niagara Falls City School District
2023 – 2024 Report Card Schedule**

Elementary – Grades Pre-K - 6

First Trimester	
Friday, December 8, 2023	First Trimester Marking Period Closes
Saturday, December 9, 2023	Second Trimester Marking Period Begins
Thursday, December 14, 2023	Teachers: Last Day to Enter Grades (3:00 PM)*
Monday, December 18, 2023	Report Cards Printed
Wednesday, December 20, 2023	Report Cards Mailed

Second Trimester	
Thursday, March 14, 2024	Second Trimester Marking Period Closes
Friday, March 15, 2024	Third Trimester Marking Period Begins
Thursday, March 21, 2024	Teachers: Last Day to Enter Grades (3:00 PM)*
Tuesday, March 26, 2024	Report Cards Printed
Thursday, March 28, 2024	Report Cards Mailed

Third Trimester	
Tuesday, June 18, 2024	Third Trimester Marking Period Closes
Monday, June 24, 2024	Teachers: Last Day to Enter Grades (3:00 PM)*
Friday, June 28, 2024	Report Cards Printed
Tuesday, July 2, 2024	Report Cards Mailed

*Including all PEP Staff

FINALIZED August 3, 2023