



REPORT CARD HANDBOOK FOR FAMILIES

**HICKSVILLE PUBLIC
SCHOOLS**

GRADES K-5

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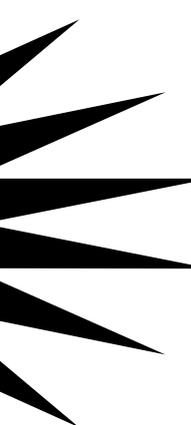
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Frequently Asked Questions (FAQs)

INTRODUCTION

The Hicksville Public School District utilizes an elementary standards-based report card developed by teachers, administrators and parents to recognize and clearly communicate the personal development and achievement of each student.



The partnership between teachers and families is important, and the elementary report card is a tool to foster meaningful communication. The report card provides families with in-depth feedback regarding the progress their child is making toward specific learning standards. As a result, the report card allows families and students to understand what is expected at different points throughout the school year, and families are able to assist their child to promote success.

The emphasis at the elementary level is on each student's individual progress, development, and performance. We believe that the standards-based report card, along with parent/teacher communication, provides families with a valuable lens to understand and support student learning.

In short...

The elementary report card:

- Serves as an important tool in communicating with families about a child's progress toward meeting the New York State and district learning standards.
- Provides detailed information about a child's strengths and areas needing development throughout the school year.



STANDARDS-BASED REPORT CARD

Academic Standards

- Academic standards, which are based on New York State Learning Standards and/or district standards, describe what a student should understand and be able to do at specific intervals throughout the school year.
- The district uses the 4-point rubric below to communicate a students' progress in meeting each of the standards.

Performance Level	Description
4	Mastering NYS/District Grade-Level Standards
	Student has developed a mastery of the skills and concepts taught and consistently demonstrates understanding and application of the standards without assistance.
3	Meeting NYS/Grade-Level Standards
	Student has developed a grade-level appropriate understanding of the skills and concepts taught and frequently applies learned concepts and skills with minimal assistance.
2	Working Toward NYS/Grade- Level Standards
	Student is working toward an understanding of the skills and concepts taught with assistance and often requires small group support and/or remediation to demonstrate understanding of concepts/skills.
1	Not Meeting NYS/Grade-Level Standards
	Student has not yet demonstrated an understanding of the skills and concepts taught and consistently requires small-group support and/or remediation to demonstrate understanding of concepts/skills.





Sample Report Card

Hicksville Public Schools
2023-2024

Student Name:
Grade: Kindergarten
Student ID:

Teacher:
Absent 1
Tardy 9

Attendance & Lateness

Academic Performance Levels 4-1 Key

4	3	2	1	X
Exceeding Standards Demonstrates an understanding of material beyond what is directly taught in the classroom. Exceeds requirements for grade-level work. Consistently applies and extends learned concepts and skills independently.	Meeting Standards Demonstrates and applies knowledge and understanding of learned concepts and skills. Meets the requirement for grade-level work. Completes work accurately and independently.	Approaching Standards Demonstrates partial understanding. Approaching the requirements for grade-level work. Requires some extra time, instruction, assistance and/or practice.	Beginning Demonstrates minimal understanding. Seldom meets the requirements for grade-level work. Requires an extended amount of time, instruction, assistance and/or practice.	Not Taught This Trimester This standard is not part of the work this trimester.

Grade Level Standards by Subject

	I	II	III
Independent Reading			
Reads grade-level texts with sufficient accuracy and fluency			
ELA/Read			
Asks and answers questions about a story			
Retells stories and notices key details and pictures from a text			
Demonstrates understanding of the basic features of a book			
Makes connections between self, text, and the world			
Demonstrates an understanding of spoken words, syllables, and sounds			
Uses phonics and word recognition skills			
Engages with beginner level texts and read-alouds			
ELA/Writing			
Uses a combination of drawing, speaking, and writing for a variety of purposes			
Develops questions and answers questions by building and sharing knowledge			
Applies capitalization, punctuation, and spacing to written work			
Speaking & Listening			
Expresses thoughts, feelings, and ideas			
Language Use Vocabulary			
Explores and uses new vocabulary			
Social Studies			
Uses evidence to demonstrate an understanding of social studies concepts (similarities and differences between individuals, families and places)			
Understands basic economic concepts - wants and needs; goods and services			
Understands basic geographic concepts - asks and responds to questions about where places are located			

	I	II	III
Math			
Know number names and the count sequence (count up to 100 and write numbers from 0 to 20)			
Count to tell the number of objects (up to 20)			
Compare numbers and groups of objects between 1 and 10 (greater, more, less, fewer, equal, same as)			
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from (within 10). fluently add and subtract within 5			
Understand simple patterns			
Work with numbers 11-19 to gain foundations for place value (compose and decompose into tens and ones)			
Describe and compare measurable attributes			
Classify objects and count the number of objects in each category (explore coins and begin identifying pennies and dimes)			
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)			
Analyze, compare, sort, and compose shapes			
Science			
Demonstrates a solid understanding of science concepts at this grade level			
Applies scientific concepts in hands-on activities			

Trimester





Back

Sample Report Card

	I	II	III
Art			
Demonstrates grade-appropriate skills and techniques when creating and presenting artwork			
Uses grade-appropriate vocabulary and assessment when responding and connecting with artwork examples and class discussion			
Music			
Demonstrates grade-appropriate skills and techniques when creating and performing musical concepts			
Uses grade-appropriate vocabulary and assessment techniques when responding and connecting with music examples and class discussion			
Phys. Ed.			
Demonstrates the necessary knowledge and behaviors to establish physical fitness			
Demonstrates appropriate locomotor movements to participate successfully in physical activity			
Demonstrates an understanding of personal health and safety			

	I	II
Characteristics of Successful Learners		
Follows classroom routines and directions		
Completes work independently		
Stays on task		
Comes to school prepared		
Organizes self and materials		
Works and communicates collaboratively		
Uses technology responsibly		
Demonstrates effort		
Seeks help when appropriate		
Perseveres when challenged using a variety of strategies		
Completes homework		
Library		
Comes to the library prepared and ready to learn		
Listens attentively and collaborates well during class		
Explores ideas by using resources		
Reads independently when given time		

Characteristics of Successful Learners



For more information about reading resources please visit: https://www.hicksvillepublicschools.org/district/family_educational_support

Link for resources for families



Glows and Grows

Trimester 1:

Trimester 2:

Trimester 3:

Detailed Teacher Comments for Each Trimester



FREQUENTLY ASKED QUESTIONS

Q: Why do some indicators have an “X” on the report card and without a rubric rating?

An “X” means that the curriculum has not yet been addressed in the designated trimester. While some standards/skills are embedded in the curriculum throughout the entire school year, others are only addressed at certain times of the school year.

Q: How does a teacher determine a child’s performance?

Teachers determine a child’s performance by regularly:

- Observing students and evaluating classroom performance.
- Conferencing with students.
- Reviewing students work.
- Using formative assessments and summative assessments.

Q: Can a child perform at a Level 3 in one trimester and then move to a lower level in the next trimester?

Yes. Since the expectations and the content introduced in each subject evolves throughout the school year, a student may perform at a Level 3 in one trimester and then move to a lower level in following trimester(s). Students often demonstrate understanding of new skills and concepts at different rates throughout the year. It is possible that the child is not yet demonstrating understanding of the skill or concept with the level of independence required for a Level 3.

Q: If a child has a “2” in several areas on the report card, does that mean he/she is not doing well?

No. A child may be doing well overall, but have areas that require additional time to develop an understanding of the skill or concept. Since many learning standards are developed throughout the school year, a “2” may indicate the child is still working on developing the ability to demonstrate the identified skill or concept with minimal assistance.

Q: How can a child earn a “4” on the report card?

As detailed in the standards-based rubric on page 4, a child who is performing at a Level 3 is meeting the grade-level expectations, which is the primary goal for all children on the standards-based report card. To perform at a Level 4, a child must demonstrate understanding of concepts and skills and apply it to new and higher-level questions without assistance.

Q: How can families assist their child in achieving the grade-level standards on the report card?

- Review the grade-level NYS Standards Overview document on the district website to know what a child will learn during the school year.
- Encourage your child to demonstrate age-appropriate independence in completing their schoolwork and school activities.
- Support your child, when necessary, in successfully completing homework assignments.



FREQUENTLY ASKED QUESTIONS

Q: Why aren't all of the NYS Learning Standards included on the report card?

A standards-based report card does not necessarily capture all of the learning standards included in the curriculum for all grade levels. When teachers and administrators constructed the report cards, they selected groupings of standards that are considered to be the major focus standards for the grade level.

Q: How can families talk with their child about the report card?

- Celebrate/highlight the areas in which the child demonstrated strengths.
- In addition to recognizing achievement, be sure to acknowledge personal growth and improvement.
- For areas that may require additional development, discuss:
 - What challenges the child has in understanding the concept or skill.
 - What can be done to help the child feel more confident with the concept or skill.

Q: What can families do at home to support their child's learning?

- Read! Encourage your child to read by reading to your child or having your child read to you.
- Practice math facts! Help build fluency by playing games, and using flashcards, dice, dominos, etc.
- Engage your child in activities/discussions at home, in the car, or at the store that require problem solving.
- Develop a consistent routine for homework.
- Encourage your child to have a balanced schedule of activities, healthy diet, and appropriate rest.

Q: What resources are available for families to use with their child?

Math Resources



ELA Resources

