



ECSD Mission Statement:

The ECSD is a dynamic and innovative learning organization dedicated to developing learners of character who value their educational experience and can compete globally and contribute locally by collaborating with students, families, and community partners to provide meaningful opportunities in a safe and engaging environment for all.

How can I use this information to support my child?

This report-card is a guide for the current grade-level expectations.

- Ask your child about their daily learning goals and celebrate their successes
- Ask your child's teacher how you can help your child improve or excel and what resources would support their progress.

Key Terms:

Assessment—The ongoing process of gathering data or giving feedback about a student's performance in order to determine strengths and weaknesses, improve instruction, and document student progress.

Benchmark—A reachable goal for student learning at various points of the year.

Standard—A statement that identifies what all public school students in NY, and on a national level, should know and be able to do.

Please contact your child's teacher or principal. If you have questions or Concerns or visit our website at: <http://www.elmiracityschools.com/reportcards.cfm>

Elmira City School District

A Parent's Guide to the Standards—Based Report Cards Pre K-2



All children can learn!

We believe it is important for you to understand what is expected of your child and how well he or she is progressing toward meeting his or her grade level standards. We look forward to working together to provide your child with the knowledge and tools to be successful and to reach his or her fullest potential.

Behaviors that Promote Learning

Effort is based on a child's willingness and ability to choose to take risks and try new things to produce a quality product and attempts to persevere even when tasks are challenging.

Effort Key:

E—Exceptional

P—Proficient

N—Needs Improvement

Exceptional— Student takes on leadership roles in the classroom, takes on challenges, and asks higher level questions.

Proficient— Student consistently works to his or her ability and shows a genuine interest in learning.

Needs Improvement—Student needs reminders and support to manage learner responsibilities.



Standards-Based Grading Scale

Standards-based grading assesses a student's overall work and **their most recent work**, so it really tells us what a student has learned and what they now know rather than what they knew walking into the class.

The following developmental scale is used to describe student progress:

4 – Exceeds current NYS & grade level expectations

3 – Meets current NYS & grade level expectations

2 – Partially meets NYS & grade level expectations

1 – Does not meet NYS & grade level expectations

NA – Not assessed at this time

Area shaded in gray also indicates not assessed at this time

How will I know if my child is performing on grade level?

Level 3 indicates a student is consistently performing on grade level while level 4 indicates that a student always performs above grade level expectations. A student might begin the year performing at a level 1 or 2 in some areas; it is our expectation that all students will be performing at level 3 (on grade level) by the end of the academic year.

Can a student perform at a level 3 and then move to a lower level in the next marking period?

The expectations change from one marking period to the next as students move toward the end of grade-level expectations. A student may meet the grade-level expectation during the first marking period, but as the expectations increase, the student may not demonstrate the same level of proficiency during the next marking period.

Are students with disabilities (SWD) held to “grade-level” standards on the report card?

Yes. The Elementary and Secondary Education Act (ESEA) and Individuals with Disabilities Education Act (IDEA) expects SWD to achieve grade level performance on state standards. IDEA also dictates that SWD must be taught content as specified in grade-level curriculum. Modifications are made in the delivery of the content, not in the content itself. Student's progress toward individual goals (IEP) are monitored closely and these progress notes are shared at each marking period.