



Ossining Union Free School District

Mary Fox-Alter, Superintendent of Schools

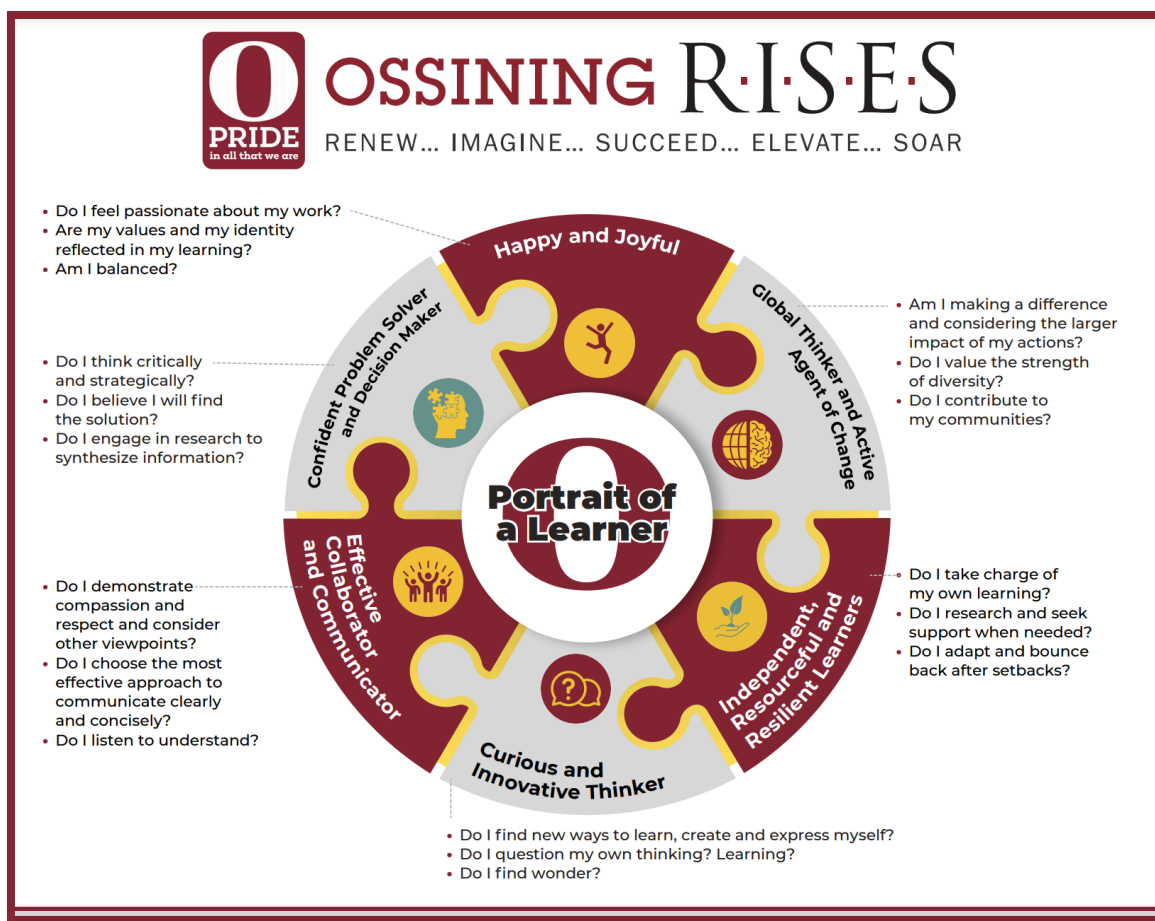


Elementary Report Card Guide for Families

Ossining Family Report Card Guide-2025-2026

The Ossining Union Free School District is committed to designing standards-based curricula driven by learning outcomes and measured by authentic assessments that will further inform instruction. In alignment to standards-based teaching and learning and our [Long Range Plan](#), our report cards use academic performance indicators that are observable and objective.

The standards themselves are based on benchmarks that specify what students should know and be able to do at the end of each grade level. They serve as a basis for our curriculum, instruction and assessments. Please visit our [website](#) to learn more about our report cards.





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Dear Ossining Learning Community:

At Ossining Union Free School District, we value our families as essential partners in supporting every child's learning journey. With the adoption of the Next Generation Learning Standards, which outline what students should achieve by the end of each grade, our shared goal is to support all students in meeting these high expectations.

Achieving these career and college ready goals requires ongoing progress monitoring and targeted support. Families, like educators, need clear, meaningful information about their child's strengths and areas for growth to better understand how they learn best. Together, we can ensure every student thrives.

Our **standards-based report card** is designed to give families and educators a clear, comprehensive view of your child's progress. By highlighting academic performance, social development, and behaviors that support learning, it provides meaningful insights aligned with grade-level expectations. This approach strengthens the partnership between schools and families, fostering collaboration to support each child's growth and success.

To support families in understanding the report card, the **Report Card Guide** provides essential information on key topics. To make it easy to navigate, each item below is linked to its corresponding page. Additionally, on **page 6**, we have gathered answers to common questions families may have about the report card to offer further clarity and guidance. For additional support, we have also created a **helpful video** ([linked here](#)) to walk you through the key features and expectations.

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Please feel free to contact your child's school if you have any questions or concerns.

Sincerely,

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Superintendent of Schools

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THE PURPOSE

Our updated report card is designed to provide families, teachers, and students with a clear and comprehensive understanding of each child's progress in meeting grade-level learning expectations. By focusing on key skills and knowledge in each subject, we ensure that all students engage with a consistent, high-quality curriculum from PreK through fifth grade. The revised report card includes:

Alignment with Standards:	The Report Card categories and descriptors are aligned to the NYS Next Generation Learning Standards
Grading Scale: <i>(more details on page 3)</i>	Changed from a 4-point grading scale to a 5 point grading scale . This provides a clear measure of your child's progress and growth in meeting grade-level learning standards, offering meaningful insights into their development and areas for continued improvement
Learning Behaviors: <i>(more details on page 4)</i>	We have updated the behavior scoring key to better reflect the essential skills students need to become successful, independent learners, using the terms Consistently , Progressing/Approaching , and Needs Improvement to provide clearer insight into their development.
Language Progressions: <i>(more details on page 6)</i>	The language progressions are for all students learning a new language. They offer a measure of a student's progress in their new language development. The 4 point grading scale remained the same.

STANDARDS-BASED REPORT CARDS

A standards-based approach to teaching and learning ensures that all students receive a high-quality education aligned with clear expectations. This approach is built on four key components:

- **Content Standards:** Learning goals set by the New York State Education Department (NYSED), outlining what students should know and do at each grade level.
- **Standards-Based Curriculum:** Our curriculum is thoughtfully designed to align with these standards, ensuring that students build the skills and knowledge they need to succeed.
- **Assessments:** A variety of assessments are used to measure student learning and progress toward meeting these standards, providing valuable insights into their growth.
- **Ongoing Communication:** Regular updates, including report cards, keep you, our families, informed about your child's progress. Parent-teacher conferences also provide an opportunity to discuss achievements and set goals together.

In the **Ossining Union Free School District**, elementary students receive two report cards each year. Below is the timeline for report card distribution and parent-teacher conferences. During conferences, families and teachers work as partners to celebrate progress and set goals for continued growth. We believe that strong collaboration between families, teachers, and schools is essential to student success.



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At the end of each marking period, report card grades are entered into **Infinite Campus**, our student management system. Families can access report cards through the **Infinite Campus Parent Portal**. If needed, additional conferences can be scheduled.

THE REPORT CARD TIMELINE FOR 2025-2026

ELEMENTARY Report Cards		
	First Marking Period	Second Marking Period
Marking Periods	9/2/25-1/16/26	1/20/26-6/5/26
Parent Teacher Conf.	11/04/2025	3/20/2025
Parent Portal Opens and Report Cards Distributed	2/6/2026	6/25/2026

UNDERSTANDING THE ACADEMIC PERFORMANCE LEVELS

Below please find a chart describing the characteristics of each of the performance levels.

5 –Exceeds Grade Level Expectations	• The student consistently demonstrates advanced understanding and application of skills beyond the grade level expectations. • Work is thorough, innovative, and exceeds the expected rigor for the grade. • The student independently transfers knowledge and skills to new and complex situations.
4 – Meets Grade Level Expectations consistently and independently	• The student consistently demonstrates proficiency in grade-level skills and concepts. • Work meets all expectations for the grade with accuracy and consistency. • The student applies knowledge independently and completes tasks without additional guidance.
3 – Meets Grade Level Expectations with <i>**Minimal Support (please refer to page 4)</i>	• The student demonstrates proficiency in grade-level skills and concepts with occasional support. • Work generally meets expectations but may require some prompting or clarification. • The student shows independence but occasionally relies on guidance for more complex tasks.
2 – Approaches Grade Level Expectations	• The student demonstrates partial understanding of grade-level skills and concepts. • Work reflects emerging proficiency but often lacks accuracy or consistency. • The student frequently requires support to complete tasks and apply skills effectively.



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1 – Not Yet Meeting Grade Level Expectations; Needs Direct Guidance	• The student demonstrates limited understanding of grade-level skills and concepts. • Work is incomplete, inaccurate, or below grade-level expectations. • The student requires direct instruction and significant support to engage with grade-level material.
N/A – Not Assessed/Taught This Semester.	• The standard was not addressed or formally assessed during this semester. • No evidence is available to determine proficiency at this time.

WHAT DOES “*MINIMAL SUPPORT*” MEAN?

- **Frequency of Support Needed:**
 - Your child may need support only for new, challenging, or multi-step tasks but not for routine or familiar activities.
- **Type of Support Provided:**
 - Your child demonstrates the ability to perform the task independently after brief guidance
 - Support such as verbal reminders, clarifications, or occasional scaffolding (e.g., sentence starters or graphic organizers).
- **Level of Independence:**
 - Your child demonstrates **initial independence**, completing most of the task without requiring constant adult intervention.
 - Feedback or support is mainly to refine understanding or correct minor errors.
- **Accuracy of Work:**
 - Your child produces work that is accurate and aligned with grade-level expectations **most of the time**, even if minimal guidance is occasionally needed.

GRADING KEY CRITERIA FOR ELEMENTARY BEHAVIOR

C – Consistently	• Demonstrates the behavior almost all the time (90-100% of opportunities). • Independently applies appropriate behavior in various situations without reminders. • Sets a positive example for peers and consistently follows classroom and school expectations.
P - Progressing/ Approaching	• Demonstrates the behavior some of the time (60-89% of opportunities). • Occasionally requires reminders or support to apply the expected behavior. • Shows steady improvement and is working toward consistency in meeting expectations.



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N - Needs Improvement	• Demonstrates the behavior infrequently (less than 60% of opportunities). • Regularly requires significant reminders, interventions, or support to meet expectations. • Needs continued focus and support to develop appropriate behavior and meet expectations.
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LANGUAGE PROGRESSIONS: Students in the Dual Language Program and students receiving English as a New Language (ENL) services are rated on their progress in their second language development.

All New Language Learners, including English Learners (participating in ENL clusters or the Dual Language program) and Spanish Learners in the Dual Language program, will have their progress in their new language assessed. They will receive grades based on their level of New Language development.

The Language Progressions serve as a key reference for evaluating and reporting students' growth in their new language. Language progressions will continue to be reported using a 1–4 grading scale, reflecting alignment with the established stages of language development. Your child's teacher will also provide information on your child's development in their new language, and their movement toward proficiency.

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Students receiving Special Education Services are evaluated based on their individual performance as reflected on the report card. They benefit from support designed to align with their Individualized Education Program (IEP) goals, addressing their specific curriculum needs.

Progress on these goals is carefully monitored and communicated to you quarterly, providing meaningful insights into their growth and development.



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FREQUENTLY ASKED QUESTIONS

Q: Why a Standards-Based Report Card?

A: Standards-based report cards ensure:

1. in-depth student assessments.
2. consistent evaluations throughout the year.
3. individualized instruction information.
4. aligned evaluations that are consistent.

Q: How does this help families and strengthen the home-school connection?

A: Standards-based report cards ensure families receive accurate information based on cumulative student progress throughout the marking period. In addition, they:

1. promote more detailed and meaningful conversations between families and their child's teacher.
2. permit for careful and precise monitoring of student achievement.
3. reflect grade-level standards and expectations so families gain a complete idea of their child's progress.

Q: Why are all standards not listed on the report card?

A: A standards-based report card is not the same as a standard/learning outcome listing. It outlines the descriptors that were considered most significant for student learning at each grade level aligned to the New York State and District standards.

Q: Why are there no letter grades?

A: A standards-based report card's rubric approach (5, 4, 3, 2, 1) provides information about student achievement without the need for letter grades. Letter grades do not demonstrate a student's performance toward state and district expectations

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

A: The expectations change from one marking period to the next as students move toward the end of grade-level expectations. This means:

1. A student may meet the grade-level expectation during the first marking period, but as the rigor increases, the student may not demonstrate the same level of proficiency during the next marking period.
2. Ongoing communication with families is critical to ensure the home-school connection best supports the needs of all students.

Q: How can families use the information provided on the report card to support their child?

A: Standards-based report cards provide detailed information about how a child is doing in each subject.

1. Families will be able to see whether students need extra assistance in certain areas or when they



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need to be challenged.

2. By using these clearly defined standards, teachers and families can work together to ensure that students succeed and reach their full potential.