



## Overview of Standards-Based Reporting

The Suffern Central School District believes maintaining strong two-way communication with parents and guardians is essential in supporting all aspects of a child's education and growth. The report card is used to communicate student achievement, measure learning against a standard of performance, and refine our instructional practice.

The District is now using Standards-Based Report Cards (SBRC) for grades K-5, which will provide more detailed feedback to parents/guardians regarding the progress their child is making towards specific learning standards at each grade level. It allows parents and students to understand more clearly what is expected; and with this understanding, parents are better able to guide and support their child and to help him/her be successful in a rigorous academic program. SBRC benefits students, teachers and parents/guardians by stating what is expected in the academic content areas, and how well the student is progressing towards his/her grade level standards for those areas.

Grades are based on the Next Generation New York State Learning Standards, which establish challenging performance expectations for all students. They describe what students should know and be able to do, and serve as the basis for our curriculum, instruction and assessment *philosophy*

## Preparing for Parent Conferences

### Conferencing with your Child's Teacher

Parent/Guardian/Teacher Conferences are an important opportunity to discuss your child's progress.

### To follow are some tips and suggestions.

#### Before the conference...

- Make sure you have a scheduled conference time. If you need to cancel the scheduled time, contact the teacher to schedule a different time. The typical length of a conference is approximately 15 minutes.
- Review your child's work.
- Talk with your child about his or her progress in school.
- Think about your child's strengths and challenges beforehand.
- Make a list of questions about your child's development and ways you and the teacher can help your child with some of his or her challenges. Examples: Is my child at the level where he/she should be at this point of the school year? In what areas is my child excelling? How is their attendance? What can I do to help my child with upcoming work?
- Think about ways you would like to be involved in your child's learning, so you can discuss them with the teacher.

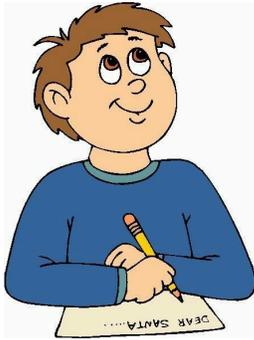
#### At the conference...

- Be prepared for a two way conversation to learn about your child's social-emotional and academic progress at school. This is also an opportunity for the teacher to learn about what your child is like at home. When you tell the teacher about your child's skills, interests, needs and dreams, the teacher can help your child more.
- Ask to see data about your child's attendance and progress at school.
- Make a goal and a plan with your child's teacher to ensure your child's success.
- Write down the things you and the teacher will do to support your child.
- Schedule another time to talk if you need to continue the conversation beyond the allotted amount of time.
- Ask your child's teacher for their preferred communication method.

#### After the conference...

- Talk with your child about what you learned.
- Follow up with the teacher about your child's development and the strategies for growth that were discussed during the conference.





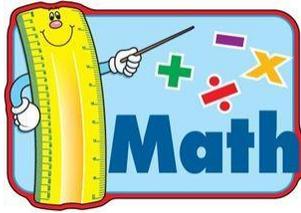
## Fifth Grade: Writing

Standards	How can families support students?
Writes for various purposes including opinion, informative/explanatory, and narrative	<ul style="list-style-type: none"> <li>● Parents can support young writers by encouraging them to journal about what they are reading and experiencing them in their lives.</li> </ul>
Uses appropriate capitalization, punctuation, spelling, and applies conventions of standard English	<ul style="list-style-type: none"> <li>● Parents can model the importance of writing in many ways:               <ul style="list-style-type: none"> <li>○ Shopping lists</li> <li>○ Planning vacations</li> <li>○ Researching</li> <li>○ Calendaring activities</li> </ul> </li> </ul>
Strengthens writing by planning, revising, editing, rewriting, or trying a new approach	<ul style="list-style-type: none"> <li>● Discuss your family stories and history. Encourage your child to ask relatives questions about their lives. Put the information together in an album or brainstorm different ways to tell family tales, such as poems or short stories.</li> <li>● Encourage your child to brainstorm topics that are important to them and research and write about these topics.</li> </ul>



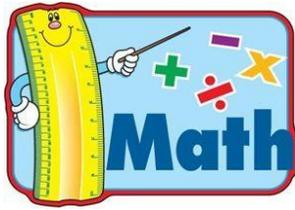
## Fifth Grade: Listening and Speaking

Standards	How can families support students?
Actively listens	<ul style="list-style-type: none"> <li>● Put time aside to talk with your child about their day.</li> <li>● Participate in family activities such as board games, card games or completing the Wordle (free resource from the NY Times) <a href="#">Wordle - The New York Times</a></li> <li>● Watch an “Animated Short” with your child and discuss possible themes or big ideas with your child such as compassion, kindness and/or conflict resolution. <a href="#">Animated Short Films</a></li> <li>● Read poetry together and talk about the meaning of the poem. <a href="#">Poems for Kids   Academy of American Poets</a></li> <li>● Urge your child to use logical arguments to defend his or her opinion. If your child wants a raise in allowance, ask him or her to research common sense allowance systems and based on that research, explain reasons why, supported by facts and details. <a href="#">How to Teach Perspective-Talking to Children – Speech And Language Kids</a></li> <li>● Take a trip to the Suffern Free/Sloatsburg Library and explore everything they have to offer; such as free programs, books to borrow and signing up for your own library card.</li> <li>● Read the newspaper together or visit a current events website <a href="https://www.dogonews.com/">https://www.dogonews.com/</a> and discuss what is happening around the world.</li> </ul>
Participates appropriately in conversations with peers and adults related to discussion	
Expresses thoughts, feelings, and ideas clearly with appropriate vocabulary	



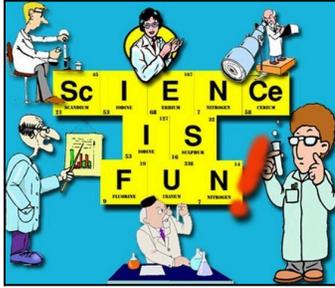
## Fifth Grade: Mathematics

Standards	How can families support students?
<b>Operations &amp; Algebraic Thinking</b>	<ul style="list-style-type: none"> <li>● Begin by modeling. Show that you have a growth mindset about math. Even if you struggled with math as a student, you can show your child that you are excited to learn about what they are doing.</li> <li>● Make math fun and engaging for your child. For example:               <ul style="list-style-type: none"> <li>● Involve your child in family situations that use fractions and decimals (e.g. recipes, grocery prices and bills).</li> <li>● Ask your child to estimate the total cost of a multiple item shopping trip.</li> <li>● Ask your child to estimate how long a family trip will take.</li> <li>● Challenge your child to keep score of a game using values other than 1. (3 points for each run scored in kickball)</li> <li>● Engage your child in fun, challenging problem solving tasks (Sudoku, jigsaw puzzles, or logic puzzles)</li> <li>● Use length, width, and depth of a garden plot to determine how many bags of garden soil to buy.</li> <li>● Do arithmetic with decimals, for example when balancing a checkbook.</li> </ul> </li> </ul>
Interprets and evaluates numerical expressions	
<b>Numbers &amp; Operations in BaseTen</b>	
Demonstrates grade-level appropriate fact fluency	
Understands and applies place value reasoning	
Performs operations with multi-digit whole numbers	
Performs operations with decimals to hundredths	
<b>Numbers &amp; Operations -- Fractions</b>	<ul style="list-style-type: none"> <li>● Involve your child in cooking, using recipes and discussing the fraction measurements. Try doubling a recipe for a large crowd.</li> <li>● Practice multiplying fractions—for example, if you used about <math>\frac{2}{3}</math> of a <math>\frac{3}{4}</math> cup measure of vegetable stock, then how much stock did you use? About how much is left?</li> </ul>
Applies strategies to add and subtract fractions	
Applies strategies to multiply and divide fractions	



## Fifth Grade: Mathematics (Cont.)

Standards	How can families support students?
<b>Measurement and Data</b>	<ul style="list-style-type: none"> <li>● Notice the area of different figures you encounter. Ask your child to estimate their area.</li> <li>● Engage your child in a geometric figure scavenger hunt.</li> <li>● Have your child build/play with legos, blocks, magnetic tiles. Challenge your child to determine area, volume, dimensions of the building tools and/or objects they construct.</li> <li>● Involve your child in a renovation project that involves measurement (new carpets, painting rooms, new blinds).</li> <li>● Find opportunities for your child to estimate and compare volume (how many small cups needed to fill a large pot).</li> <li>● Discuss grid games in terms of coordinates (chess and checkers).</li> </ul>
Converts measurement units within a given system	
Represents and interprets data on a line plot	
Understands concepts of volume	
<b>Geometry</b>	
Graphs points on the coordinate plane to solve mathematical problems	
Classifies 2-D figures into categories based on their properties	
<b>Mathematical Reasoning</b>	<p>Help your child talk about the math they are learning by asking guiding questions. Here are some ideas to help you get started:</p> <ul style="list-style-type: none"> <li>● Does this remind you of other problems? If so, can you talk me through them?</li> <li>● How would you describe the problem in your words?</li> <li>● What information is given in the problem?</li> <li>● Talk me through your work to this point.</li> <li>● Where do you think you should start?</li> <li>● What is the problem asking you to do?</li> <li>● Would drawing a picture help?</li> <li>● Does your answer make sense?</li> <li>● What does your answer mean?</li> <li>● Did you answer all of the questions?</li> <li>● Is there a more efficient strategy you could use?</li> <li>● Explain to me (a vocabulary word from the lesson).</li> </ul>
Makes sense of problems and perseveres in solving them	
Efficiently and accurately applies strategies to solve problems	
Clearly communicates mathematical thinking using appropriate vocabulary	



## Fifth Grade: Science

Standards	How can families support students?
Understands and applies scientific concepts	<ul style="list-style-type: none"> <li>● Encourage students to write or draw how they think something works. It is ok for them to be wrong; the process is more important than accuracy.</li> </ul>
Applies science and/or engineering practices	<ul style="list-style-type: none"> <li>● Give students opportunities to generate arguments from evidence they find through research or investigations.</li> </ul>
Knows and applies science terms and vocabulary	<ul style="list-style-type: none"> <li>● Encourage students to make measurements of length and mass when they observe objects they are curious about outside or in the house.</li> </ul>
Demonstrates ability to write and support claims using evidence and scientific reasoning	<ul style="list-style-type: none"> <li>● Encourage students to closely examine devices and take things apart with adult supervision. Do not worry about reassembly.</li> <li>● Let students ask questions, make predictions and test solutions to problems they may encounter.</li> </ul>



## Fifth Grade: Social Studies

Standards	How can families support students?
Demonstrates understanding of key concepts	<ul style="list-style-type: none"><li>● Have your child use maps to help plan a family vacation.</li><li>● Ask your child to interview their grandparents about their childhood. Have them compare it to their own childhood.</li><li>● Find a movie or short video that represents a different period of history. Have a discussion with your child as to how that period of time compares to today.</li><li>● Visit museums on Long Island, NYC and while visiting other places.</li><li>● Watch the History Channel.</li><li>● Have your child read a historical book. Ask them if they can identify things in the book that they have studied in class.</li></ul>
Interprets & analyzes information	
Uses content area vocabulary	











