



## 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



## Third Grade: Reading

Standards	How can families support students?
Knows and applies word analysis skills to acquire and use grade-appropriate vocabulary	<ul style="list-style-type: none"> <li>Set daily and/or weekly reading goals with your child. Read from a variety of genres; such as mystery, non fiction, realistic fiction, poetry and fairy tales) with your child.</li> <li>Be a word sleuth: work with your child on ways to figure out unfamiliar words. For example: using the context around the word, or looking for a smaller word within the word that might help you better understand what you are reading.</li> <li>Discuss characters (both the main character and supporting characters) traits, motivations, problems and how these characters change throughout the story.</li> <li>Work with your child on how to summarize what they have read. Using the “Five Finger Rule” is a great tool to keep the summary concise and not a retell of the whole book/article. <ul style="list-style-type: none"> <li><a href="#">The Five Finger Rule for Reading Will Help Your Child Find a "Just-Right" Book</a></li> </ul> </li> <li>Explore the theme (a lesson learned or message) that can be found in the book and how it can possibly relate to everyday life.</li> <li>Look for examples of figurative language in texts and try to understand what the author was trying to say. Ex, “<i>The best friends were like two peas in a pod</i>”.</li> </ul>
Uses content and rereads to confirm or self-correct as necessary	
Reads grade level texts with accuracy and fluency to support comprehension	
Develops and answers questions to locate relevant details to support thinking and make inferences	
Summarizes the key supporting details and ideas	
Determines a theme or central idea and explains how it is supported by key details	
Describes or explains how and why individuals, events, and ideas develop in a text	



## Third 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>● Families can demonstrate the importance of writing in their daily lives in a variety of ways, including:<ul style="list-style-type: none"><li>○ Shopping lists</li><li>○ Planning vacations</li><li>○ Researching</li><li>○ Calendaring activities</li></ul></li><li>● Families can support young writers by encouraging them to journal about what they are reading and experiencing in their daily lives.</li><li>● Have your student write a persuasive letter to a friend or family member encouraging them to try a new restaurant, visit a new place or try out a new activity.</li><li>● Brainstorm topics that you and your child find interesting to research and explore these topics together.</li></ul>
Uses appropriate capitalization, punctuation, and spelling	
Strengthens writing by planning, revising, editing, rewriting, or trying a new approach	



## Third Grade: Listening and Speaking

Standards	How can families support students?
Actively listens	<ul style="list-style-type: none"> <li>● Speak with your child about the different regions of the United States and ask how they are similar or different to places they are learning about.</li> <li>● Ask your child to support their statements or claims by asking, “What is your evidence?” or “What makes you say that?”</li> <li>● Invite dialogue about world communities by asking questions about places like: “What do you think about?” “How did you conclude that?”</li> <li>● Ask your child to use specific vocabulary related to Social Studies concepts in their conversations about places in the world. For example, you may suggest they include words related to: <ul style="list-style-type: none"> <li>○ population</li> <li>○ government</li> <li>○ geographic features</li> <li>○ culture</li> </ul> </li> <li>● Start a family vocabulary box or jar. Have everyone write down new words they discover, add them to the box, and use the words in conversation.</li> <li>● Take a trip to the Suffern Free Library or Sloatsburg Public Library and explore everything they have to offer; such as free programs, books to borrow and signing up for your own library card.</li> </ul>
Participates appropriately in conversations with peers and adults related to discussion	
Expresses thoughts, feelings, and ideas clearly with appropriate vocabulary	



## Third Grade: Mathematics

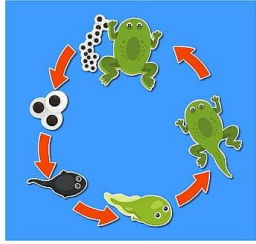
Standards	How can families support students?
<b>Operations &amp; Algebraic Thinking</b> Fluently solves single-digit multiplication Fluently solves single-digit division Solves word problems involving multiplication and division	<ul style="list-style-type: none"> <li>• Begin by modeling. Show that you 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>• Enlist your child to help with calculations you might do at home. Notice those everyday occasions when you find yourself using your times tables--such as to determine how many days there are in four weeks. Ask if they can teach you to perform a calculation another way.</li> <li>• Notice daily situations that use equal groups or arrays.</li> <li>• Involve your child when you notice yourself using division to “work backward” in the times tables--such as determining how many candies each child will get if 36 candies are shared equally among 9 children at a party.</li> </ul>
<b>Numbers &amp; Operations in Base Ten</b> Adds and subtracts within 1,000	
<b>Numbers &amp; Operations - Fractions</b> Understands a fraction as a number on the number line Generates and uses equivalent fractions Compares two fractions by reasoning about their size	<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> </ul>



## Third Grade: Mathematics (Cont.)

Standards	How can families support students?
Measurement & Data	<ul style="list-style-type: none"><li>● Create a comparison between two quantities. Ask which is more/less and how to make them equal.</li></ul>
Uses measurement to solve problems	
Relates area to multiplication and addition	
Mathematical Reasoning	<ul style="list-style-type: none"><li>● Ask questions to support your child with their homework:<ul style="list-style-type: none"><li>○ What do you already know about this problem?</li><li>○ Can you draw a picture of what is happening?</li><li>○ Does this remind you of a problem you have seen before?</li></ul></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	





## Third Grade:

### Science

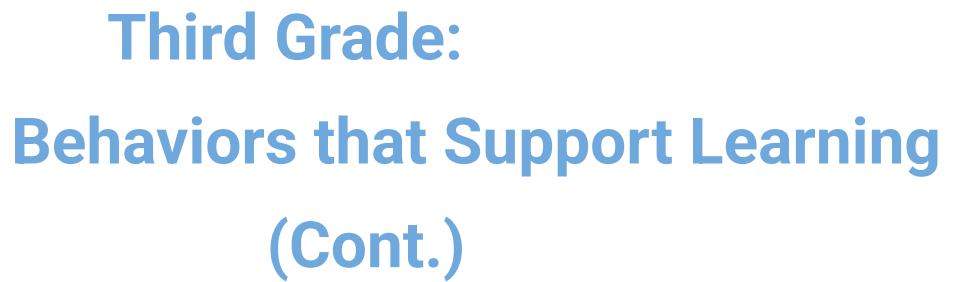
Standards	How can families support students?
Understands and applies scientific concepts	<ul style="list-style-type: none"><li>● Ask your child open-ended questions like, “Why do you think it changed?” or “How is that similar to something else we have seen?”</li><li>● Notice small details and ask, “What shapes do you see?” or “How are they different?” using relevant vocabulary words.</li><li>● Encourage your child to ask questions about things they observe in the natural world or at home.</li><li>● Ask your child to explain their reasoning using evidence by asking questions like, “How do you know?” or “What’s your evidence?”</li><li>● Encourage your child to test solutions to problems.</li><li>● Encourage your child to take things apart under adult supervision. Do not worry about reassembly.</li></ul>
Applies science and/or engineering practices	
Knows and applies science vocabulary	
Demonstrates ability to write and support claims using evidence and scientific reasoning	



# Third Grade: Social Studies

Standards	How can families support students?
Demonstrates understanding of key concepts	<ul style="list-style-type: none"> <li>● Speak with your child about the different regions of the United States and ask how they are similar or different to places they are learning about.</li> <li>● Ask your child to support their statements or claims by asking, “What is your evidence?” or “What makes you say that?”</li> <li>● Invite dialogue about world communities by asking questions about places like, “What do you think about?” or “How did you conclude that?”</li> <li>● Ask your child to use specific vocabulary related to social studies concepts in their conversations about places in the world. For example, you may suggest they include words related to:               <ul style="list-style-type: none"> <li>○ population</li> <li>○ government</li> <li>○ geographic features</li> <li>○ culture</li> </ul> </li> </ul>
Interprets and analyzes information	
Uses content area vocabulary	





Standards	How can families support students?
Perseveres through academic challenges	<ul style="list-style-type: none"> <li>● Encourage your child to set goals and create a plan.</li> <li>● Engage your child in problem solving about their challenging behaviors. Give your child a chance to practice and “do-over”.</li> <li>● Help your child role play positive ways to solve problems, take turns, and cooperate.</li> <li>● When talking about a problem or challenge, explore with your child the different ways there are to approach the problem/challenge.</li> <li>● Model growth mindset. Share mistakes you made and what you did to fix them.</li> <li>● Check your child’s assignment book and homework folder.</li> <li>● Send your child to school ready to learn - a nutritious breakfast, right amount of sleep.</li> </ul>
Demonstrates sufficient stamina in academics	
Organizes self and materials	
Uses technology effectively	