

PARENT GUIDE

Kenmore-Town of Tonawanda Union Free School District

www.ktufsd.org



7. Does Level 4 equate to an “A” or a certain percentage?

While there is no mathematical/numerical formula to equate the levels to letter grades, Level 4 means that the student consistently working above grade level expectations and, therefore, the student has achieved mastery of grade level concepts.

8. Will teachers still “give” numerical grades?

In the normal course of collecting evidence related to student progress, teachers will use a variety of methods to provide feedback to students. Some teachers will still give students numerical or letter grades on some of the work students complete. Your child’s teacher will use a variety of assessment tools that will be used in agreement with the NYS Performance Levels 1-4.

9. How will parents receive the Progress Report?

Teachers will complete Progress Reports which will be given to parents/guardians in a manila envelope. Parents/guardians will:

1. Keep the Progress Report
2. Sign the manila envelope on the appropriate line
3. Return ONLY the manila envelope to the teacher

The first Progress Report will be distributed and discussed at the Fall Parent/Teacher Conference.

10. Why are the Characteristics of a Successful Learner measured differently?

This section is not assessed with a 4, 3, 2, or 1 scale. It is identified as *excellent*, *satisfactory*, and *needs improvement* because these characteristics are not measured by the New York State (NYS) Standards. What’s more, the NYS Standards measure what your child knows. The Characteristics of a Successful Learner communicate how your child approaches learning. (Note: the Pre – K scale is identified as *secure*, *developing* and *beginning*.)

The Ken-Ton Progress Report will inform parents, students and teachers about academic progress, using a consistent reporting system based on New York State Standards, to improve instruction, learning, and assessment.

FREQUENTLY ASKED QUESTIONS

Please note that there have been some minor revisions to the 17/18 progress reports to streamline and simplify the language and to improve this communication tool for our parents. Highlights of these changes include shifting from quarters to trimesters, kindergarten students receiving progress reports during the first marking period, and a revision to the report card scale narrative. Please share any feedback or questions with your child's teacher regarding the changes.

1. What is the purpose of the Progress Report?

The purpose of the *Standards-Based Progress Report* is to provide more detailed feedback to parents regarding the progress their children are making toward specific learning standards at their grade level. The Progress Report allows parents and students to understand more clearly what is expected of students and for parents to help them be successful in a rigorous academic program.

2. How does the *Standards-Based Progress Report* compare to the letter grade system?

Letter grades measure how well students do in comparison to their classmates. The *Standards-Based Progress Report* measures how well an individual student is doing in relation to the grade level standards, not the work of other students. This gives parents a better understanding of their child's strengths and weaknesses and encourages all students to do their best.

3. How frequently will Progress Reports be distributed?

Progress Reports are distributed three times per year and coincide with Parent/Teacher Conferences for the first two distributions.

4. Are the performance standards district-wide?

The performance standards are tied to those of the New York State (NYS) Common Core Learning Standards. They are not only district-wide but state-wide as well. For more information about the New York State (NYS) Common Core Learning Standards, you may consult your child's teacher or the New York State Education Department's website at Engageny.org.

5. How will parents know if their child is performing on grade level?

Level 3 means that a student is proficient in the standards for their grade, while Level 4 means the student excels in standards for their grade. For this reason, a 4 is not a common score for most students. A student might begin the year at a Level 2 or Level 1 on some sub categories of reading, writing, and mathematics; but it is our expectation that all students will be performing at Level 3 by the end of the academic year.

The scale we are using in Ken-Ton has 4 levels listed below and parallels the 4 levels used by the NYS Education Department for assessing student performance

- 4 – Working **Above** Expectations
- 3 – Working **At** Expectations
- 2 – Working **Towards** Expectations
- 1 – Working **Below** Expectations

From the NYS Education Department

(www.p12.nysed.gov/Firs/FpressRelease/F20160729/Fdocuments/FScaleScoretoPerformanceLevelELA.pdf)

- *Level 1 students demonstrate "limited knowledge, skills and practices" of the standards for this grade level.*
- *Level 2 students demonstrate "partial but insufficient" knowledge of the standards for their grade level.*
- *Level 3 students demonstrate "knowledge, skills, and practices" of the standards that are "sufficient for the expectations at this grade level."*
- *Level 4 students demonstrate performance in relation to the standards that is "considered more than sufficient for the expectations of this grade."*

6. What are the blanks and grey areas?

Any area that is blank or grey was not assessed during this marking period.