Dear Parents/Guardians,

As Singapore American School (SAS) continues to improve teaching and learning for all students, we know that parents and families are our most valuable partner. This is especially true as we adopt rigorous standards for what every child should know and be able to do in each subject area and grade level. These standards set high expectations for students, staff, and schools. Achieving these standards requires continuous progress monitoring and providing targeted support as needed.

Like teachers, parents need accurate and meaningful information--particularly information about student strengths and challenges in performing to high expectations--to better understand and support student learning. Standards describe what a student should know and be able to do at each grade level in all subjects. SAS has studied the use of a standards based report card for elementary students and believes this is a positive step in better communicating grade-level expectations for student learning. The report card provides valuable information on your student’s performance to the standards. The report card also provides information on your child's learning behaviors - work habits, behavior, and effort.

The standards based report card is helpful in many ways. First, it clarifies and reinforces consistent, high expectations for all SAS students. Second, the report card helps teachers, students, and families focus on the standards throughout the school year. Finally, and most importantly, the report card provides specific feedback on progress to the standards so students, families, and teachers can work together to set meaningful goals for improvement. Information on which big ideas and concepts each child has learned and what work is still needed for success helps ensure that your child receives additional support—at home and school—when needed.

This Parent Guide provides information about the report card, including additional background information, a description of proficiency levels, a sample report card, and further detail on the content area standards included on the report card. We hope you will find the Parent Guide and the standards based report card system helpful. Please feel free to us if you have questions or concerns.

Sincerely,

David Hoss
Elementary School Principal

Jennifer Sparrow
Executive Director of Teaching & Learning
Components of a Standards-Based System
There are four essential components of a standards-based teaching, learning, assessment, and reporting system:

- The **Content Standards** describe what a student should know and be able to do at a given grade level.

- A teacher uses **Assessments** to measure learning and the extent to which a student has met the grade level content standards.

- The standards-based **Curriculum** is a roadmap a teacher uses to ensure that Instruction targets the content standards.

- The standards-based **Report Card** allows a teacher to communicate accurately a student’s progress towards meeting content standards at specific points.

Definitions of Proficiency Levels
Students are evaluated based on expected progress at that particular point in the school year. In other words, students who receive “S” or “Secure” are performing at the level expected for their grade at that point in the school year.

Proficiency levels for academic standards are defined as follows:

- **S** - SECURE- Student consistently demonstrates understanding of concepts and skills. Student meets the grade level expectations.
- **P** - PROGRESSING- Student demonstrates growing understanding of concepts and skills. Student is beginning to or inconsistently meets grade level expectations.
- **C** - CONCERN- Student demonstrates significant difficulty in understanding the concepts and/or skill. Student is consistently below grade level expectations even with support services.

Proficiency levels for learning behaviors are defined as follows:

- **3** - Student meets the behavioral expectation(s).
- **2** - Student inconsistently meets the behavioral expectation(s).
- **1** - Student seldom demonstrates the behavioral expectation(s).

Proficiency levels for World Language are described in an addendum attached to your child’s report card, the Interpersonal Oral and Interpretive Reading Score Descriptions.

Teachers may also indicate **NA** or **NOT ASSESSED** if the standard was not assessed during the semester.
Students Receiving ESOL, Math Resource, RLA Resource, and/or Speech and Language Therapy Services

All students are graded according to grade level standards, in line with their peers, on the grade level report card. Proficiency levels given on the Standards-based Report Card are based on expectations for that grade level. For students receiving a support service, the following applies:

- **ESOL**: ESOL teacher will complete the RLA section of the report card for assigned students and will complete an additional report.
- **RLA Resource**: Homeroom teacher, in consultation with the RLA Resource teacher, will complete the RLA section. The RLA Resource teacher will complete an additional report.
- **Math Resource, Grades 3-5**: Math Resource teacher completes the math section of the report card for assigned students and will complete an additional report.
- **GATE MATH**: GATE Math teacher will complete a separate report.
- **Speech and Language Therapy**: Homeroom teacher will complete RLA section. An additional will not be included with the report card.

Like grade level report cards, supplementary reports described above will be sent to parents by email. Each report will be delivered in a separate email message.

Sample Report Card

Scores received reflect the degree to which students met grade level expectations for that point of the year.

Semester 1 is from August to December. Semester 2 is from January to June.

The lines shaded gray are headings and students will not receive scores on these lines.

Comments from the Homeroom, Art, Music, Physical Education, and World Language teachers will be found on pages two and three of the report card.

Additional reports and/or comments will be attached for students receiving RLA Resource, math Resource, ESOL, and/or GATE Math services.

Academic content will receive S, P, or C. If the standard was not assessed, teachers will put a NA. Learning Behaviors will receive 3, 2, or 1.
**Grade Level Explanation**

Standards are different for each content area and for each grade level. Each standard that is assigned a score on the standards-based report card is broken down into the components that a teacher considers when instructing, assessing and assigning a proficiency level to your child’s performance. Compare each content area chart to the corresponding content area of the report card to understand your child’s specific strengths and weaknesses. If you have questions specific to your child, please contact his or her teacher.

Grade 4 reading focuses on teaching students to use reading materials and other resources to gather information. They utilize a variety of reading strategies to unlock the meaning of text. Technology helps them compose organized writing complete with details, effective word choice, and correct sentence structure, grammar, and punctuation. In math, students focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry. In science, students observe and begin the process of interpreting what they see through the study of magnetism and electricity (homeroom) and environments and water (science lab). In Social Studies, students explore an endangered environment and explore issues faced by that environment. They select an issue that they are passionate about and investigate this issue and develop an action plan that has a positive impact on the issue.

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### Reading Language Arts

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<th>Reading Level</th>
<th>Reading level is determined by a student’s ability to independently read grade level text. Elements assessed include accuracy, rate (speed), and literal comprehension (answering questions found in the text) and inferential comprehension (“reading between the lines”).</th>
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**Note:** To provide greater specificity on your child's reading ability, teachers may mark the reading standards independently of each other. If a student receives a “Progressing” or “Concern” for reading level, teachers will ask him or her to demonstrate comprehension of grade-level text through shared reading or after having a grade-level text read aloud to them. This will allow them to determine whether the struggle to read at grade level is because of difficulty with comprehension skills (Reading Comprehension: Literature and/or Reading Comprehension: Informational Text), decoding and fluency skills (Reading Foundational Skills) or both. This means that a student who receives a “P” or “C” for Reading Level might receive a “S” for Comprehension or Foundational Skills, providing you with a clearer picture of where attention and/or support needs to be given.

| Reading Comprehension: Literature | Literature includes stories as well as poetry.  
|----------------------------------|---------------------------------------------------------------|
|                                  | • Key ideas and details (e.g., refer to details and examples in a text when explaining; determine a theme of a story)  
|                                  | • Craft and structure (e.g., determine the meaning of words and phrases as they are used in a text) |

| Reading Comprehension: Informational Text | Informational text includes Literary Nonfiction and Historical, Scientific, and Technical Texts.  
|-------------------------------------------|-----------------------------------------------------------------------------------|
|                                           | • Key ideas and details (e.g., summarize a text; determine the main idea of a text and explain how it is supported by key details)  
|                                           | • Craft and structure (e.g., determine the meaning of words and phrases as they are used in a text)  
|                                           | • Integration of knowledge and ideas (e.g., explain how an author uses reasons and evidence to support particular points; integrate information from two texts on the same topic) |

| Reading Foundational Skills and Reading Behaviors | Phonics & Word Recognition (i.e., know and apply grade-level phonics and word analysis skills in decoding words)  
|--------------------------------------------------|-----------------------------------------------------------------------------------|
|                                                  | Fluency (i.e., read with sufficient accuracy and fluency to support comprehension)  
<p>|                                                  | Effective Reading Behaviors (e.g., reflect on and self-assess reading skills; read for an increasingly longer period of time with stamina and engagement; engage in meaningful and purposeful discussions of texts) |</p>
<table>
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<tr>
<th>Reading Language Arts (continued)</th>
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| **Writing Different Genres (Text Types and Purposes)** | • Write opinion pieces on topics or texts, supporting a point of view with reasons  
• Write informative/explanatory texts to examine a topic and convey ideas and information clearly  
• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences  
• Research to build and present knowledge |
| **Writing Processes (Production & Distribution of Writing)** | • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience  
• Develop and strengthen writing as needed by planning, revising, and editing  
• Use technology to produce, publish, interact and collaborate |
| **Writing Behaviors** | • Use organizational strategies for storing and referring back to ideas  
• Write with increasingly more stamina and focus  
• Produce the expected amount of writing during a writing workshop  
• Reflect and self-assess on writing skills  
• Engage in discussions about writing |
| **Listening & Speaking** | • Comprehension and collaboration (e.g., engage effectively in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts building on others’ ideas and expressing their own clearly)  
• Presentation of knowledge and ideas (e.g., report on a topic or text, tell a story, or recount an experience in an organized manner) |
| **Language Skills (Conventions & Grammar)** | • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (e.g., use relative pronouns (who, which, that) and relative adverbs (where, when, why); produce complete sentences, recognizing and correcting inappropriate fragments and run-ons)  
• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (e.g., use correct capitalization; use commas and quotation marks to mark direct speech and quotations from a text)  
• Determine or clarify the meaning of unknown and multiple-meaning words based on grade 4 reading and context  
• Demonstrate understanding of figurative language, word relationships, and nuances in word meaning (e.g., explain the meaning of simple similes and metaphors; demonstrate understanding of words by relating them to their opposites) |
| **Math** | • Use the four operations with whole numbers to solve problems  
• Gain familiarity with factors and multiples  
• Generate and analyze patterns |
| **Operations & Algebraic Thinking** | • Generalize place value understanding for multi-digit whole numbers  
• Use place value understanding and properties of operations to perform multi-digit arithmetic |
| **Numbers & Operations in Base 10** | • Extend understanding of fraction equivalence and ordering  
• Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers  
• Understand decimal notation for fractions, and compare decimal fractions |
| **Number & Operations – Fractions** | • Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit  
• Represent and interpret data  
• Geometric measurement: understand concepts of angle and measure angles |
<p>| <strong>Measurement &amp; Data</strong> | • Draw and identify lines and angles, and classify shapes by properties of their lines and angles |
| <strong>Geometry</strong> | |</p>
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<tr>
<th>Science</th>
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<tr>
<td><strong>Magnetism and Electricity (Physical Science)</strong></td>
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<tr>
<td>• Design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs</td>
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<tr>
<td>• Build a simple compass and use it to detect magnetic effects, including Earth’s magnetic field</td>
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<td>• Know electric currents produce magnetic fields and know how to build a simple electromagnet</td>
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<td>• Know the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as a doorbells and earphones</td>
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<td>• Know electrically charged objects attract or repel each other</td>
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<tr>
<td>• Know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other</td>
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<tr>
<td>• Know electrical energy can be converted to heat, light, and motion</td>
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<tr>
<td><strong>Science Skills</strong></td>
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<tr>
<td>• Follow a set of oral and written instructions for a scientific investigation and experiments Formulate and justify predictions based on cause-and-effect relationships</td>
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<td>• Keep a record of experiments in a science notebook</td>
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<td>• Collaborate and engage in group investigations</td>
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<th>Social Studies</th>
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<tr>
<td><strong>Civics: Applies Understanding of Rights and Responsibilities (Environment)</strong></td>
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<tr>
<td>• Understand the key civic ideals and principles and roles, rights and responsibilities of citizenship (e.g., understands responsibilities as global citizens to protect the environment)</td>
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<td>• Understand civic involvement (e.g., understands that through civic participation people can be a force of change for environmental action)</td>
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<td><strong>Economics: Understands People and Environments are Economically Interdependent</strong></td>
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<td>• Understands that people have to make economic choices and evaluate the outcomes of those choices (e.g., identifies how people use the resources of a region to meet their needs and wants)</td>
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<td>• Understands concepts and function of economic systems (e.g., understands the production, distribution and consumption of ocean and rainforest resources)</td>
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<td>• Understands the economic issues and problems that all societies face (e.g., understands that issues can arise in regions as a result of competing economic interests)</td>
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