

REGIONAL SCHOOL DISTRICT #10
PARENT INFORMATION GUIDE
Elementary Standards-Based Report Cards
2016-2017 School Year

This guide is for parents of children in grades K-4 with information about the new standards-based report card. It has been designed to answer common questions about reporting and grading aligned to academic standards.

Standards Based Elementary Report Card

Our K-4 standards-based report cards are aligned to the adopted Common Core Learning Standards and reflect updates in our curriculum and instruction. These report cards include category titles and descriptors reflecting the Common Core Learning Standards and learning behaviors reflecting student skills necessary to be a successful learner.

On your child's report card the priority standard for each area is graded. Under that area, you will find a description of the skills and concepts that the students will be taught during the current school year. These descriptions are based on the Connecticut Core Standards for each grade level and reflect end of the year expectations. (Please see example of report card)

Achievement levels

Each academic standard listed on the report card will be evaluated as follows:

M- Meets Standard- independently and consistently achieves grade level standards;

P- Progressing Toward Standard- is able to achieve grade level standards with assistance or support;

B- Below Standard- is not yet able to perform at grade level standard.

The standards listed on the report card are end-of-year competencies. It will not be unusual for students to be “progressing towards the standard” at the beginning of the year, with proficiency or beyond by year’s end.

The expectations for each standard grow over time. Therefore, a child can be **M**eeting an expectation at the November marking period. If the same rate of learning does not occur, a student may be at the **P**rogressing or **B**elow Standard on the same standard at the next marking period.

Social and academic behaviors

In an effort to provide a clear understanding of the students’ social and academic behaviors we have two sections at the top of the report card under "Approaches to Learning" entitled Academic Responsibility and Personal Responsibility. The academic and social responsibility skills will be evaluated in the following manner:

3- Consistently Meets Expectation

2- Moving Toward Expectation

1- Experiencing Difficulty.

This area provides further information regarding a child’s approaches to learning. Academic responsibilities are those behaviors that the student needs to demonstrate in order to complete academic tasks, behaviors such as following group directions and persevering through difficult tasks. The personal responsibilities are behaviors such as following rules and accepting that individual students need to display to be successful members of the student body.

Sample Report Card

REGIONAL SCHOOL DISTRICT 10

Student Name:

Grade Level: Kindergarten

SASID:

2016-2017 School Year

Teacher:

Performance Indicators for Academic Areas

M - Meets Standard - independently and consistently achieves grade level standards

P - Progressing Toward Standard - is able to achieve grade level standards with assistance or support

B - Below Standard - is not yet able to perform at grade level standard

Approaches to learning performance indicators:

3 - Consistently Meets Expectation

2 - Moving Toward Expectation

1 - Experiencing Difficulty

Grades reflect students current level of performance at this time of year.

If your child is receiving Special Education Services, please refer to the goals and objectives listed in your child's IEP.

Attendance	Nov.	Mar.	June
Absent	3	0	0
Tardy	0	0	0

Approaches to Learning			
Academic Responsibility	Nov.	Mar.	June
Participates and contributes to group work	2		
Remains on task and works independently	2		
Follows written and oral directions	2		
Demonstrates effort and perseverance	2		

Approaches To Learning			
Personal Responsibility	Nov.	Mar.	June
Accepts and learns from feedback	2		
Respects rights, opinions and abilities of others	3		
Follows rules and routines	3		
Organizes time and materials	2		

Language Arts			
Foundational Skills	Nov.	Mar.	June
Understands how words and books are organized (print concepts)	P		
<i>Follows words from left to right, top to bottom, and page by page; understands that words are separated by spaces in print; recognizes and names all uppercase and lowercase letters of the alphabet.</i>			
Demonstrates phonological awareness (spoken words and sounds)	B		
<i>Understands letters have sounds and can be sequenced to create words; identifies sounds in words and syllables; recognizes rhyming words; identifies number of words in a spoken message; identifies syllables in words</i>			
Knows and applies grade level phonics	B		
<i>Uses strategies for decoding words in texts including letter-sound correspondence and most frequent sounds for each consonant and vowel; reads sight words commonly found in appropriately leveled texts (e.g. the, to, we, she, do)</i>			
Reads with grade level appropriate fluency	P		
<i>Reads emergent-reader texts with purpose and understanding</i>			
Literature and Informational text			
Identifies key ideas and details	P		
<i>With prompting and support, states the main idea and provides details about a text in his/her own words and identifies characters, settings, and major events in a story; with prompting and support, tells how two individuals, events, ideas or information are connected</i>			
Understands craft and structure (how text is organized)	P		
<i>With prompting and support, recognizes common types of text (storybook, informational, poetry, etc.); identifies the front cover, back cover, and title page of a book and understands the roles of both author and illustrator</i>			
Integrates knowledge and ideas (comparing and contrasting)	P		
<i>With prompting and support, understands how illustrations help explain the text and discusses similarities and differences in two texts that share the same main idea</i>			



Sample Report Card Key

1. Standard that is graded

2. Description of graded standard, created from Connecticut Core Standards that make up this category.

Frequently Asked Questions

What are standards?

A standards-based report card provides parents with specific information about their child's achievement relative to each standard. Academic standards are a set of learning expectations for each grade level and content area. These grade specific learning goals identify the content and skills students must achieve by the end of each school year. These standards increase in complexity as students move from one grade level to another. Please visit <https://ctcorestandards.org> to learn more about the CT core standards.

Why don't we use letter grades?

A letter grade only provides the student and parent information related to how well he/she performed on average in a broad area such as reading or math. A standards-based report card measures how well the individual student is doing in relationship to a set of grade level standard or learning goals. This gives parents a better understanding of their child's strengths and weaknesses; with more detailed information related to the specific learning standard, students are encouraged to do their best and growth can be more accurately measured.

How will the teacher assess my child's progress?

In standards-based classrooms, the focus is on a student's performance over multiple occasions, not simply grading and averaging tests and quizzes. Teachers collect evidence of students' achievement through observation, analysis of student's work, discussions, performance tasks, class projects, quizzes and tests. Teachers keep careful records of each child's progress on a frequent basis. This information is analyzed and used to evaluate a student's progress towards the identified standards.

How will I know if my child is achieving above the grade level standards?

The expectations for learning at each grade level are clearly defined by the CT Core Standards. The CT Core standards are a "staircase" of expectations

that increase in depth of understanding as a child grows and matures. A standards-based report card measures your child's understanding of the standard itself. Therefore, a child achieving "above standard or exceeding the standard" would need to be working on the expectations of that standard at the next grade level band. Your child's teacher will communicate this information in the comment area of the report card. There are many standards for which it is not possible to "exceed". Knowing the letters and sounds of the English language or knowing your multiplication facts 0-12 are two such examples.

How is proficiency reported for special education?

The Individual Education Plan (IEP) team determines, what, if any, accommodations and/or modifications are needed for the student to meet the identified standards. The IEP team aligns each annual goal to the appropriate standards and monitors progress throughout the school year. This will not change.

No Child Left Behind (NCLB) and Individuals with Disabilities Education Act (IDEA) regulate assessment practices for students with disabilities or in need of specially designed instruction. It is required that special education students are graded using the same grading system as all other students and their academic program must be aligned to the state's academic standards. You will, however, receive specific feedback on your child's IEP goals in addition to the grade level report card.

How can parents support their children at home?

Parents play an essential role in their child's academic success. You are encouraged to communicate regularly with your child's teacher. A wonderful benefit to the new standards based report card is that you are provided more detailed information related to your child's areas of need. This improved tool can provide the foundation for conversations at home between parents and their children. The report card serves as one communication device used by teachers to inform parents of their child's progress. It is important to seek additional information as needed to gain a complete picture of your child's performance.

How will our children's progress be reported in the areas of art, music, and physical education class?

Special area teachers complete a section of each child's report card. They have a list of standards on the grade level report card that will help you understand your child's progress in these areas. The special area teachers use the same grading system as the classroom teachers.