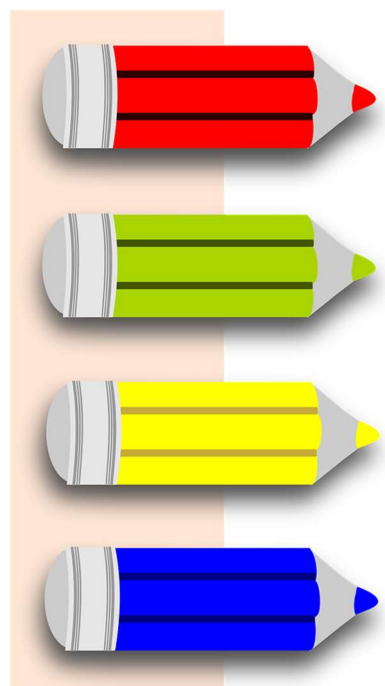


**REGIONAL SCHOOL DISTRICT #10**  
**PARENT INFORMATION GUIDE**  
*Standards-Based Report Cards*

This guide is for parents of children in grades PK-4. It contains information about Regional School District 10's standards-based report card. It has been designed to answer common questions about reporting and grading aligned to standards.

**Standards Based Report Cards**

Regional School District #10 has a report card to help you understand your child's progress in their current grade. A standards-based grading system is made up of 4 parts.



**Content Standards:** What a student should know and be able to do at a given grade level

**Curriculum and Instruction:** A road map for teachers to ensure students are learning the skills for their grade level.

**Assessments:** Just like test and quizzes, assessments measure learning and the extent to which a student has met the grade level content standards.

**Report Card:** The standards-based report card shows a student's progress towards meeting standards up to that point in the year.

Our academic standards-based section of the report card is aligned to the Connecticut Core Learning Standards. It includes category titles and descriptors reflecting the Connecticut Core Learning Standards. These scores provide specific information about your child's progress towards meeting each standard. Under the scored 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. The grades listed in T1, T2, and T3 reflect performance in that area at the present time. Teachers provide scores for each reporting term based on the learning that has taken place and the students' progress. The standards-based report card also has a section for the learning behaviors and skills necessary to be a successful learner and provides a score for these areas.

The report card also has a section for Music, Art, Physical Education/Health and Spanish for grades 3 and 4. This section of the report card has been updated for the 2018-19 school year and focuses on the current standards for World Language, Music, Art, Physical Education and Health/Wellness at the elementary level. The standards were prioritized, and the priority standards or most important standards are scored for each child, at each grade level. These teachers have also scored several standards related to your child's approaches to learning in these areas.

### **Achievement levels**

Each 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

**NY** - Not Yet - is not yet able to perform at grade level standard

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 Meeeting an expectation at the November marking period. If the same rate of learning does not occur, a student may be at the Progressing or Not Yet on the same standard at the next marking period.

### **Social and academic behaviors**

To provide a clear understanding of the students' social and academic behaviors you will find a section at the end of the report card called "Social and Emotional Learning and Comments". These 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.

# Regional School District 10



Student: \_\_\_\_\_  
 Grade Level: 1 \_\_\_\_\_  
 SASID: \_\_\_\_\_

Attendance	T1	T2	T3	YR
Days Absent	1	0		1
Times Tardy	1	0		1

**Lake Garda School**  
 Principal: Stefanie Anderson  
 Homeroom Teacher:

2018-2019 School Year

Performance Indicators for Academic Areas	Approaches to Learning Performance Indicators
<b>M - Meets Standard</b> - Independently and consistently achieves grade level standards	3 - Consistently Meets Expectation
<b>P - Progressing Toward Standard</b> - is able to achieve grade level standards with assistance or support	2 - Moving Towards Expectation
<b>NY - Not Yet</b> - is not yet able to perform at grade level standard	1 - Experiencing Difficulty

*Grades reflect students current level of performance at this time of the year.  
 If your child is receiving Special Education Services, please refer to the goals and objectives listed in your child's IEP.*

Language Arts				Mathematics			
<b>Reading- Foundational Skills</b>		T1	T2	T3	<b>Applies problem-solving strategies and uses models to solve problems</b>		M
Understands how words and books are organized (print concepts)		M			Introduces problems and looks for ways to solve problems; analyzes problems and plans solutions; solves problems using various visual models and tools; with guidance and support communicates conclusions precisely		
<small>Recognizes the distinguishing features of a sentence (first word, capitalization, ending punctuation) and understands the organization and basic features of print</small>				<b>Mathematics</b>			
<b>Reading- Foundational Skills</b>		T1	T2	T3	<b>Demonstrates computational fluency</b>		M
Demonstrates phonological awareness (spoken words and sounds)		M			Adds and subtracts to 20; demonstrates fluency for addition and subtraction to 10; adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10 (using concrete models, drawings and/or strategies); given a two-digit number mentally finds 10 more or 10 less		
<small>Demonstrates understanding of spoken words through the blending and isolation of individual sounds in single syllable words including long and short vowels</small>				<b>Social Studies</b>			
<b>Reading- Foundational Skills</b>		T1	T2	T3	<b>Develops questions</b>		M
Knows and applies grade level phonics		M			Students will develop the ability to ask compelling questions that get frame and advance inquiry. Compelling questions focus on how things work, interpretations of information and require students to construct arguments in response to these questions.		
<small>Knows the spelling sound correspondences for consonant digraphs (e.g. ch, final e (e.g. make), common vowel teams (e.g. team), and inflectional endings (e.g. ed &amp; ng); recognizes and reads grade appropriate irregularly spelled words (e.g. was)</small>				<b>Social Studies</b>			
<b>Reading- Foundational Skills</b>		T1	T2	T3	<b>Uses resources to gather information</b>		M
Reads with grade level appropriate fluency		M			With guidance and support, students will gather information from one or two sources and come to conclusions in an inquiry. Students will also discuss and distinguish between facts and opinions when gathering information		
<small>Reads grade level text with purpose, understanding, accuracy, rate and expression</small>				<b>Social Studies</b>			
<b>Reading- Literature and Informational Text</b>		T1	T2	T3	<b>Demonstrates an understanding of concepts</b>		M
Reads and comprehends grade level text independently and proficiently		M			First graders will study how students fit into society (the relationship between me, my family, my school and my community)		
<small>Relates texts including key details to demonstrate understanding of the message/lesson or main topic; describes characters, settings and major events in a story; describes how two events or ideas in a text are connected</small>				<b>Social Studies</b>			
<b>Reading- Literature and Informational Text</b>		T1	T2	T3	<b>Uses evidence to communicate conclusions</b>		M
Understands craft and structure (how text is organized)		M			With guidance and support students will ask and answer questions about a topic, use various resources to locate information and use print oral or digital technologies to communicate information and construct explanation		
<small>Explains the differences between books that tell stories and books that give information; identifies who is telling the story at various points in a text, knows and uses various text features (e.g., headings, tables of contents, icons, illustrations, etc.) to locate information in a text</small>				<b>Science</b>			
<b>Reading- Literature and Informational Text</b>		T1	T2	T3	<b>Makes observations and asks questions</b>		M
Integrates knowledge and ideas (comparing and contrasting)		M			First grades students will be able to ask questions of each other about phenomena they observe.		
<small>Compares and contrasts the adventures and experiences of characters in stories, identifies the reasons an author gives to support points in a text</small>							
<b>Reading- Literature and Informational Text</b>		T1	T2	T3			
Reads and comprehends grade level text independently and proficiently		M					

Graded standard

Description of standard (contains grade level expectations for the school year)

When reading the report card, please read down the entire left-hand column, until you get to the end (on the second or third page) then go all the way back to the top of the right-hand column on page one and continue until you reach the end.

## 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 does the standards-based report card compare to traditional grades?*

On traditional report cards students receive one grade for reading, writing, math, etc. On a standards-based report card, each of these areas is divided into a list of skills that students are responsible for learning and teachers' are responsible for teaching. Students receive a separate mark for each standard.

With standards-based reporting students are evaluated according to consistent grade-level standards with common assessments across the district. Standards-based report cards tell us what students have actually learned and know over time. A student may struggle at the beginning of a year/grade/course but learn new skills and concepts to demonstrate that they are meeting the standards later in the year/grade/course.

In addition, traditional grading often includes other subjective factors like attendance, effort and attitude which might influence a grade. In standards-based grading, we report work habits separately in order to give a more accurate report of student progress.

### *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.

*What if my child is falling behind the standard?*

Children who are not making adequate progress toward grade-level standards will continue to receive grade level instruction and will be referred to the Child Study Team. They may participate in more targeted learning based on the skills that they are missing.

*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.

*What if my child is an English Language Learner?*

All English Language Learners (ELL) must acquire the English skills necessary for academic success. All students learn these skills at different rates. English Language Learners are graded according to grade level standards in line with peers, with accommodations made for the individual student’s language proficiency levels.

*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.