



A PARENT'S GUIDE TO STANDARDS-BASED REPORT CARDS

A guide for parents that explains the essential components of a standards based teaching, learning, assessment, and reporting system

Norwich Public Schools

Dear Families,

As Norwich Public Schools (NPS) continues to improve teaching and learning for all students, we know that families are our most valuable partner. The Common Core State Standards [<http://www.corestandards.org>] set high expectations for students, staff, and schools. Achieving these career and college ready standards requires continuous progress monitoring and providing targeted support as needed. Like teachers, families 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.

We believe that the report cards are a positive step in better communicating grade-level expectations for student learning. The report card will provide valuable information on your student's performance to the standards—from basic to advanced levels. The report card also provides information on your child's 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 NPS students and schools. Second, the report card helps teachers, students, and families focus on the standards throughout the school year. Finally, and most importantly, the new 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 in the next grade level helps ensure that your child receives additional support—at home and school—when needed.

This Report Card Handbook provides information about our report card system, including frequently asked questions and additional background information, a description of proficiency levels, a sample report card, further detail on the content area standards included on the report card, and a list of additional resources for families. I hope you will find the Parent Handbook and the standards based report card system helpful. Please feel free to contact your child's school if you have questions or concerns.

Sincerely,

Dr. Thomas J. Baird, Ed. D.
Director of Curriculum, Instruction and Assessment

Description of Grading Criteria

4	<p>Advanced: Excels at Norwich's grade level expectations, produces exemplary work</p> <ul style="list-style-type: none"> • Demonstrates advanced thinking and understanding of skills • Masters and applies knowledge and skills that lead to consistent, high quality work that excels at grade level expectations • Requires no support to complete work
3	<p>Goal: Strong performance at Norwich's grade level expectations, produces quality work</p> <ul style="list-style-type: none"> • Demonstrates solid and consistent understanding of skills • Applies knowledge and skills that lead to above average work based on grade level expectations • Requires minimal support to complete work
2	<p>Proficient: Satisfactory performance at Norwich's grade level expectations, produces adequate work</p> <ul style="list-style-type: none"> • Demonstrates partial or inconsistent understanding of skills • Requires additional reinforcement and practice of skills to produce work that is average based on grade level expectations • Requires regular support to complete work
1	<p>Below: Does not meet Norwich's grade level expectations. Requires teacher direction, support, and assistance to learn and use skills, concepts, or strategies</p> <ul style="list-style-type: none"> • Demonstrates minimal understanding of skills • Requires additional instruction and practice of skills, work produced does not meet grade level expectations • Requires additional time and significant support to complete work
N/A	<p>N/A Not assessed at this time</p> <p>Not covered in instruction, or inadequate evidence of student achievement available to make a determination</p>

Teacher Comments

Teacher comments will address:

- Student strengths and/or areas of concern, both academic and behavioral;
- Individual student goals or an action plan regarding what is necessary to reach grade level expectations; and
- Specific science/social studies units being studied and assessed during the marking period.

Personal Development

Work habits and effort are often closely related to student achievement. It is the goal of Norwich Public Schools to have each student working to his or her potential to achieve at the highest possible level and to achieve or make progress towards grade level standards.

Y = YES

N = NO

I = INCONSISTENT

N/A = NOT ASSESSED
AT THIS TIME

What Student Evidence Determines Grades?

As students work toward achieving grade level expectations in all curriculum areas, teachers carefully consider the following in determining progress in all academic and special areas:

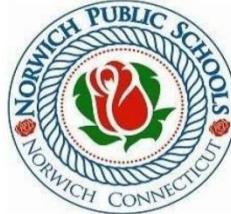
- a collection of work over time;
- daily written or oral tasks;
- application of skills; and
- periodic assessments (quizzes, tests, performance tasks).

SAMPLE REPORT CARD

Thomas W. Mahan Elementary School

94 Salem Turnpike
Norwich, CT 06360
Phone: 860 823-4205

These are the levels of proficiency used to report achievement toward the Common Core State Standards.



PROGRESS REPORT 2014-2015 09/15/2014 GRADE 3

STUDENT NO.	STUDENT NAME	CT SASID		
		1ST	2ND	3RD
DAYS ABSENT		0	0	0
DAYS TARDY		0	0	0

Attendance information is reported in this area.

ACADEMIC STANDARDS INDICATORS				
4 - Advanced: Excels at Norwich's grade level expectations, produces exemplary work				
3 - Goal: Strong performance at Norwich's grade level expectations, produces quality work				
2 - Proficient: Satisfactory performance at Norwich's grade level expectations, produces adequate work				
1 - Below: Does not meet Norwich's grade level expectations. Requires teacher directions, support, and assistance to learn and use skills, concepts, or strategies				
N/A - Not assessed at this time				

PERSONAL AND SOCIAL				
Y = YES I = INCONSISTENT N = NO				
Marking Period	1	2	3	
Shows respect for adults, peers, and property				
Demonstrates kindness and consideration for others				
Follows rules and routines				
Exercises self-control				
Accepts responsibility for own actions				
Resolves conflict positively				
Accepts constructive feedback				

WORK HABITS				
Y = YES I = INCONSISTENT N = NO				
Marking Period	1	2	3	
Organizes work/materials and demonstrates neatness				
Comes to discussions prepared, having read or studies required material				
Contributes to the learning community by participating in class discussions/activities				
Seeks help appropriately				
Follows directions				
Listens attentively				
Works independently and in a timely manner				
Interacts cooperatively with others				
Completes class and homework assignments on time and with accuracy				

RUNNING RECORD LEVEL				
TARGETS	Fall	Winter	Spring	
	N	O	P	

ACADEMIC STANDARDS INDICATORS				
4	3	2	1	NA
ENGLISH LANGUAGE ARTS				
	1	2	3	
PHONICS AND WORD RECOGNITION				
- Knows and applies grade-level phonics and word analysis skills in decoding words				
FLUENCY				
- Reads grade-level text orally with accuracy, appropriate rate, and expression on successive readings to support comprehension				
READING COMPREHENSION				
Literature				
- Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers				
- Recounts stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text				
- Describes characters in a story and explains how their actions contribute to the sequence of events				
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters				
- By the end of the year, reads and comprehends literature at the high end of the grades 2-3 text complexity band independently and proficiently				
Informational Text				
- Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers				
- Determines the main idea of a text, recounts the key details and explains how they support the main idea				
- Uses text features and internet search tools to locate information relevant to a given topic efficiently				
- Uses information gained from illustrations and the words in a text to demonstrate understanding of the text				
- By the end of the year, reads and comprehends informational texts at the high end of the grades 2-3 text complexity				

Student achievement is reported by standards within each domain.

	1	2	3
WRITING			
- Writes opinion pieces on topics or texts, supporting a point of view with reasons			
- Writes informative/explanatory texts to examine a topic and convey ideas and information clearly			
- Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences			
- Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences			
SPEAKING AND LISTENING			
- Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly			
- Asks and answers questions about information from a speaker offering appropriate elaboration and detail			
- Reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace			
LANGUAGE			
- Demonstrates command of the conventions of standard English grammar and usage when writing or speaking			
VOCABULARY			
- Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies			

ORAL READING FLUENCY			
TARGETS	Fall	Winter	Spring
	70	90	110
Rate- Words Per Minute			

Thomas W. Mahan Elementary School

94 Salem Turnpike
 Norwich, CT 06360
 Phone: 860 823-4205

PROGRESS REPORT 2014-2015 09/15/2014 GRADE 3

STUDENT NO.	STUDENT NAME	CT SASID
172013071	Evony Grant	6491519005

MATHEMATICS	1	2	3
Operations and Algebraic Thinking			
- Represents and solves problems involving multiplication and division			
- Understands properties of multiplication and the relationship between multiplication and division			
-Fluently multiplies and divides within 100, using strategies such as the relationship between multiplication and division or properties of operations. Knows from memory all products of two one-digit numbers			
- Solves word problems using all four operations; identifies and explains patterns in arithmetic			
Numbers and Operations in Base Ten			
- Uses place value understanding and properties of operations to perform multi-digit arithmetic			
- Uses place value understanding to round whole numbers to the nearest 10 or 100			
Measurement and Data			
- Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects			
- Draw a scaled picture graph and scaled bar graph to represent a data set with several categories. Solve one- and two- step "how many more" and "how many less" problems using information presented in scaled bar graphs			
- Generates measurement data by measuring lengths using rulers marked with halves and fourths of an inch			
Number and Operations-- Fractions			
- Develops understanding of fractions as numbers	NA		
- Explains the equivalence of fractions in special cases, and compares fractions by reasoning about their size			
- Compares two fractions with the same numerator or the same denominator by reasoning about their size using the symbols			
Geometry			
- Understands that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognizes rhombuses, rectangles, and squares as examples of quadrilaterals, and draws examples of quadrilaterals that do not belong to any of these subcategories			

"NA" will indicate content "Not Assessed" at this time.

SCIENCE	1	2	3
- Asks/answers questions and develops/uses models			
- Plans and carries out investigations; analyzes and interprets data collected			
- Constructs explanations and engages in argument from scientific evidence			
- Obtains, evaluates and communicates information from texts and inquiry-based activities			

SOCIAL STUDIES	1	2	3
- Demonstrates an understanding of key social studies skills			
- Describes the relationship between a series of historical events using language that pertains to time, sequence and cause/effect			
- Demonstrates an understanding of the relationship between human populations, the physical world and current events/issues			

MUSIC	1	2	3
Performing, Creating and Responding			
- Demonstrates growth in skills			
Effort			
- Demonstrates overall effort in music class			

ART	1	2	3
Successfully creates art by using a variety of tools, media, techniques and processes			
Demonstrates effort by reflection and refinement of artistic expression			

PHYSICAL EDUCATION	1	2	3
Demonstrates competency in motor skills and movement pattern while demonstrating knowledge of movement concepts			
Exhibits responsible personal and social behavior that respects self and others in physical activity settings			

TEACHER COMMENT

This section will contain teacher comments about the individual student.

Frequently Asked Questions

- Will the parent guide be on the Norwich Public Schools' website?
 - Yes, the report card guide will be posted on the Norwich Public Schools' website under (link will be sent in a later notice).
- How does a standards-based report card help parents?
 - Standards-based report cards enable parents to receive accurate information based on cumulative student progress throughout the marking period. In addition, they promote more detailed and meaningful conversations at parent/teacher conferences, allow for careful and precise monitoring of student achievement, and reflect grade-level standards and expectations so parents gain a complete idea of student progress.
- Why are some areas shaded or marked N/A?
 - It is possible that while a standard is introduced and assessed throughout the year, it may not be reported until later in the year when students have had more time to demonstrate sufficient understanding.
- What if a child is not even progressing toward a grade level standard?
 - If a student is working below a grade level standard and needs to be taught that corresponding standard at a lower grade level, the student would receive a 1 (beginning to meet the standard) on the report card. This is because the skills which the student needs to be taught are actually prerequisite skills necessary to eventually meet the grade level standards.
- Why are there no letter grades?
 - A standards-based report card's Key for Academic Progress approach (4,3,2,1) provides information about student achievement without the need for letter grades. Letter grades follow a teacher's individual assessments and expectations and do not show a student's performance toward Common Core State Standards.
- Can a student perform at a level 2 and then move to a level 1 in the next marking period?
 - The expectations change from one marking period to the next as students move toward the end of grade-level expectations. This means: a student may be progressing toward the grade-level expectation during the first marking period, but as the expectations increase, the student may not demonstrate the same level of proficiency during the next marking period.

Standards-based Reporting and Special Education?

Students with Individualized Education Programs (IEP) must be provided with the same opportunity to receive grades in relation to expectations for grade level standards; this is a civil right. Since special education students are a heterogeneous group with various disabilities which impact learning, some may not achieve certain grade-level standards without special services and supports. For students with accommodations, the content of the standard remains the same, but the method for learning and demonstrating mastery of a standard may be adjusted.

Modifications, on the other hand, can mean changing the standard itself, identifying standards that are fundamentally related but also developmentally appropriate. The Planning and Placement Team (PPT) make decisions regarding what content areas, if any, require modifications of the grade level standards. The adaptations should be about student achievement, and they should result in grades that communicate clear, interpretable information to students and parents. For all students with an IEP, a supplemental progress report is provided that identifies how students are performing on appropriately challenging learning tasks as outlined in the goals and objectives of their IEP.

How are English Language Learners (ELL) who are still acquiring English language speaking and literacy skills graded?

Students are assessed at their current grade level using the appropriate grade-level standard-based report card. During parent conferences, teachers will discuss with parents the following: the child's current level of English proficiency; the child's opportunity to learn the content and/or ability to demonstrate the appropriate grade-level standards.

Four Main Components of a Standards Based System



CONTENT STANDARDS –
What a student should know and be able to do at a given grade level.

CURRICULUM & INSTRUCTION –

A roadmap for teachers to ensure that students are learning the skills for their grade level.



REPORT CARD –

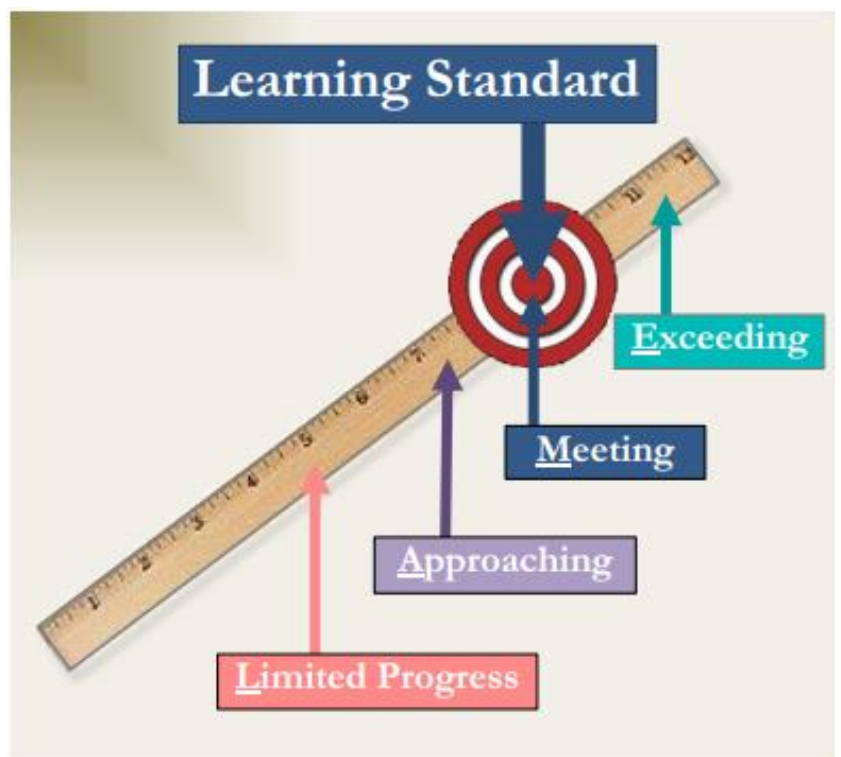
The standards-based report card shows a student's progress toward meeting content standards (specific skills) up to that point in the school year.



ASSESSMENTS –

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

Learning Standards



Resources

Connecticut Core Standards –<http://ctcorestandards.org/>

Common Core-State Website -

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322592>

GreatSchools Article -

<http://www.greatschools.org/students/academic-skills/350-rethinking-report-cards.gs?page=all>

Running Records-

<http://www.ascd.org/publications/books/109044/chapters/Taking-a-Running-Record.aspx>

DIBELS (Oral Reading Fluency)-

<https://dibels.uoregon.edu/docs/dibelsparentguide.pdf>



Help and Support

For help regarding the report card please contact your child's teacher.