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.
Dear Parents/Guardians,

As Norwich Public Schools (NPS) 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 the district adopts new, more rigorous standards for what every child should know and be able to do in each subject area and grade level. The Common Core State Standards [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, 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. After the successful grade three pilot in the 2014-2015 school year, grades K-5 will all be using the Standards Based Report Card for the 2015-2016 school year. 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 Parent Handbook provides information about the report card being piloted at your child’s school, 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 parents.

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,

Joseph Stefon

Joseph Stefon

Director of Curriculum & Instruction
## Description of Grading Criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Criteria</th>
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| 4     | Advanced: Excels at Norwich’s grade level expectations, produces exemplary work | - 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     | Goal: Strong performance at Norwich's grade level expectations, produces quality work | - 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     | Proficient: Satisfactory performance at Norwich’s grade level expectations, produces adequate work | - 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     | Below: Does not meet Norwich’s grade level expectations. Requires teacher direction, support, and assistance to learn and use skills, concepts, or strategies | - 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   | N/A Not assessed at this time | Not covered in instruction, or inadequate evidence of student achievement available to make a determination |
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).

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?
SAMPLE REPORT CARD

Thomas W. Mahan Elementary School
94 Salem Turnpike
Norwich, CT 06360
Phone: 860.823-4205

ACADEMIC STANDARDS INDICATORS

4 - Advanced: Exceeds all grade level expectations, demonstrates exemplary work

3 - Proficient: Satisfactory performance at Norwich's grade level expectations, produces adequate work

2 - Below: Does not meet Norwich's grade level expectations. Requires teacher direction, support, and assistance to learn and use skills, concepts, or strategies

NA - Not assessed at this time

PERSONAL AND SOCIAL

Y = YES I = INCONSISTENT N = NO

Marking Period
1 2 3

Show 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
Complete class and homework assignments on time and with accuracy

RUNNING RECORD LEVEL

TARGETS

Fall Winter Spring

PHONICS AND WORD RECOGNITION

- Knows and applies grade-level phonics and word analysis skills in decoding words
- 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
- Compares and contrasts 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 mrgen or int grades 2-3 text complexity level 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, recouf 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 in 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

5-6 text complexity

ENGLISH LANGUAGE ARTS

1 2 3

ACADEMIC STANDARDS INDICATORS

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

DAYS ABSENT

0 0 0

DAYS TARDY

0 0 0

ORAL READING FLUENCY

TARGETS

Fall Winter Spring

Rate- Words Per Minute

70 90 110

Attendance information is reported in this area.

Student achievement is reported by standards within each domain.
## Mathematics

<table>
<thead>
<tr>
<th>Operations and Algebraic Thinking</th>
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<tbody>
<tr>
<td>Represents and solves problems involving multiplication and division.</td>
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<tr>
<td>Understands properties of multiplication and the relationship between multiplication and division.</td>
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<tr>
<td>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.</td>
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<tr>
<td>Solves word problems using all four operations; identifies and explains patterns in arithmetic.</td>
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<tr>
<th>Numbers and Operations in Base Ten</th>
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<tbody>
<tr>
<td>Uses place value understanding and properties of operations to perform multi-digit arithmetic.</td>
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<tr>
<td>Uses place value understanding to round whole numbers to the nearest 10 or 100.</td>
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<th>Measurement and Data</th>
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<tr>
<td>Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</td>
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<tr>
<td>Draws a scaled picture graph and scaled bar graph to represent a data set with several categories. Solve one- and two-step &quot;how many more&quot; and &quot;how many less&quot; problems using information presented in scaled bar graphs.</td>
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<tr>
<td>Generates measurement data by measuring lengths using rulers marked with halves and fourths of an inch.</td>
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<th>Number and Operations— Fractions</th>
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<tr>
<td>Develops understanding of fractions as numbers.</td>
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<tr>
<td>Explains the equivalence of fractions in special cases, and compares fractions by reasoning about their size.</td>
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<tr>
<td>Compares two fractions with the same numerator or the same denominator by reasoning about their size using the symbols.</td>
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<th>Geometry</th>
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<td>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.</td>
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## Science

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<tr>
<td>Asks and answers questions and develops uses models.</td>
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<tr>
<td>Plans and carries out investigations, analyzes and interprets data collected.</td>
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<tr>
<td>Constructs explanations and engages in argument from scientific evidence.</td>
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<tr>
<td>Obtains, evaluates, and communicates information from texts and inquiry-based activities.</td>
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## Social Studies

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<tr>
<td>Demonstrates an understanding of key social studies skills.</td>
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<tr>
<td>Describes the relationship between a series of historical events using language that pertains to time, sequence and cause/effect.</td>
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<tr>
<td>Demonstrates an understanding of the relationship between human populations, the physical world and current events/issues.</td>
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## Music

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<tbody>
<tr>
<td>Performing, Creating and Responding.</td>
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<tr>
<td>Demonstrates growth in skills.</td>
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<tr>
<td>Effort.</td>
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## Art

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<tbody>
<tr>
<td>Successfully creates art by using a variety of tools, media, techniques and processes.</td>
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<tr>
<td>Demonstrates effort by reflection and refinement of artistic expression.</td>
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## Physical Education

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<tr>
<td>Demonstrates competency in motor skills and movement patterns while demonstrating knowledge of movement concepts.</td>
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<tr>
<td>Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</td>
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### Teacher Comment

This section will contain teacher comments about the individual student.

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

ASSESSMENTS –
Just like quizzes and tests, 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 toward meeting content standards (specific skills) up to that point in the school year.

Learning Standards
## Resources

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<tr>
<td>GreatSchools Article - <a href="http://www.greatschools.org/students/academic-skills/350-rethinking-report-cards.gs?page=all">http://www.greatschools.org/students/academic-skills/350-rethinking-report-cards.gs?page=all</a></td>
</tr>
<tr>
<td>DIBELS (Oral Reading Fluency)- <a href="https://dibels.uoregon.edu/docs/dibelsparentguide.pdf">https://dibels.uoregon.edu/docs/dibelsparentguide.pdf</a></td>
</tr>
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</table>
Help and Support

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