

REGIONAL SCHOOL DISTRICT 17
HADDAM-KILLINGWORTH

Parent Guide to the Elementary Report Card



The Mission of Regional School District 17 is to engage our students in an educational community that challenges students with high standards and builds their capacity to succeed and their aspiration to improve themselves and their society.

Burr District Elementary School
860-345-4584

Haddam Elementary School
860-345-4551

Killingworth Elementary School
860-663-1121

Dear Parents and Guardians,

This pamphlet provides information about the elementary report card, how student progress is reported, and the criteria used to evaluate student progress.

The report card communicates a comprehensive picture of how your child is performing in school in reference to grade level expectations. For consistency and clarity, the same rating categories are used across all K-4 grades to evaluate student academic progress. Teachers also assess Personal and Academic Responsibilities.

Communication between home and school is essential to support student learning. Report cards are one of the ways in which student progress is shared with parents throughout the year. Other means of communicating student progress include:

- Parent/Teacher Conferences, twice annually
- Telephone conversations, as needed
- Newsletters and Websites
- Samples of Student Work
- State and District Assessments

If you have any questions at any time during the school year about your child's performance, please contact your child's teacher.

REPORT CARD FEATURES

- **Levels of Performance:** Four levels of performance that reflect student attainment of standards.
- **Grade-Level Specific:** Report cards designed for each grade level representing the curricular standards in that grade level.
- **Effort Ratings:** Student effort will be reported for each subject. **Effort is an evaluation of the student's commitment to doing his or her best work and persevering when tasks are challenging.**
- **Teacher Comments:** A concise narrative about the overall strengths and focus areas of the student.
- **Not Assessed:** Some standards are not assessed during a particular trimester based on the sequence and pacing of the curriculum, but all standards will be assessed at some point in the school year.

POINT IN TIME GRADING

- The assignment of a Level of Performance is based on a student's attainment of a standard as expected at that point in time in a trimester for the grade level (vs. compared to end-of-year goals). The aim is to be at Level 3 in each standard in each trimester.

LANGUAGE ARTS & MATH TERMINOLOGY (Bold Terms on Report Card)

Language Arts

Accuracy - Reading text with no errors.

Appropriate Book Choices - Selects books he/she can comprehend and read with 95% accuracy.

Content Vocabulary – Subject-related words sometimes called “expert words.”

Conventional Spelling - Accurate spelling

Conventions - Spelling, punctuation, capitalization, grammar, and paragraphing.

Editing - Finding and fixing errors in grammar, usage, mechanics, and spelling.

Fluency - Ability to read with appropriate rate, accuracy, phrasing and expression.

Inferential Comprehension - Reading between the lines to draw conclusions about ideas not directly stated by the author.

High Frequency Words - Occur most frequently in written material; sometimes called sight or snap words.

Literal Comprehension -Understanding the basic facts or elements of text read.

Main Elements -Plot, setting, characters, point of view, theme, and central message.

Phonics - Relationships between letters in print and the sounds they represent.

Phonological Awareness - Ability to recognize and manipulate the sounds in spoken words.

Publication - Final written piece, neatly handwritten or word processed; may be a multimedia presentation, performance, speech or debate.

Revision - Reviewing and changing text to improve content, organization, clarity and elaboration.

Stamina - Ability to focus and work independently for extended periods of time

Word Analysis - Process of figuring out unfamiliar words; also called decoding.

Writing Process - Recursive phases of planning, drafting/writing, revising, editing and publishing.

Math

Fluency/Fluently - To be able to efficiently, accurately, and flexibly solve computation problems.

Nonstandard Units - Measurement units that are not commonly accepted as standard but are applied uniformly when measuring (e.g., paperclips, pencils, a tennis shoe, and cubes).

Place Value - The value of where the digit is in the number. Example: In 352, the 5 is in the "tens" position, so it shows a value of 50.

LEVELS OF ACADEMIC PERFORMANCE

4	<u>Exceeds</u> Trimester Expectations The student independently applies a rich understanding of this standard in work throughout the trimester, and challenges him- or herself. A "4" is difficult to obtain as it is beyond the expected standard and indicates exceptionally strong progress.
3	<u>Meets</u> Trimester Expectations The student consistently demonstrates a solid understanding of this standard in work throughout the trimester. A "3" is the goal indicating that the student is on track with the district's high academic expectations for this standard.
2	<u>Approaching</u> Trimester Expectations With teacher support, the student demonstrates partial understanding of this standard in work throughout the trimester, but does not yet meet the trimester expectation and may require additional assistance to progress towards grade-level expectations.
1	<u>Beginning to Approach</u> Trimester Expectations With teacher support, the student demonstrates limited understanding of this standard in work throughout the trimester and may require additional assistance to progress towards grade-level expectations.
N/A	Not Assessed this trimester

***Kindergarten students will receive grades in Special Areas (Art, Music and PE) beginning in the 2nd Trimester.**

FAQs

How do teachers determine a Level of Performance for my child?

Teachers use multiple measures to gauge student progress including conferencing notes, student reading and writing journals, tests and quizzes, projects, homework and other information observed and collected on a regular basis.

What if my child does not meet the standard?

All children learn and develop at different paces, and it is not unusual for students to meet some standards, but not meet others. With teacher instruction and support, students will continue to practice and develop skills throughout the year, with the goal meeting the standard by the end of the year.

Can a student meet standard (“3”) and then move to a lower level in the next marking term?

Yes, the Level of Performance relates to what is expected of a student in a grade level at that point in time, so the expectations later in the year would be more advanced than earlier in the year (the bar raises).

What is the difference between a Level 3 and Level 4 if they both indicate a student is meeting the standard?

Level 4 indicates that a student is more independent in his/her work and applies concepts and skills with greater depth.

Can my child earn a Level 4 on each standard?

Some standards are not “exceed-able.” For example, in Kindergarten, students are expected to learn the 26 letters of the alphabet and that is meeting standard (3). The highest level that can be met for this standard is Level 3.