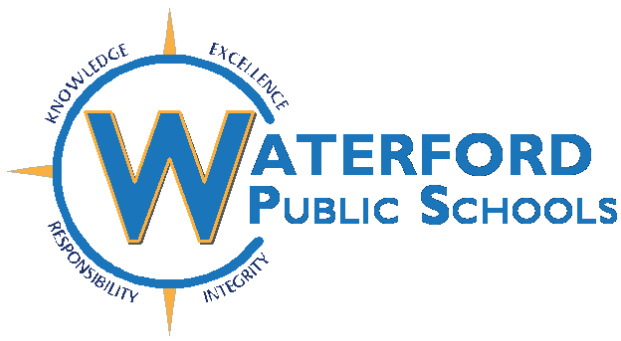




Waterford Public Schools
Elementary Report Card
Handbook

Guide for Parents and Guardians
Grade K-5



Mr. Thomas W. Giard III
Superintendent of Schools

Mr. Craig C. Powers
Assistant Superintendent

Dear Parents/Guardians,

In support of our mission of “ensuring every student acquires the skills and knowledge necessary to be a responsible citizen, prepared to contribute and succeed in an ever-changing world”, the Waterford Public Schools continues to work hand in hand with families in educating our students and making each year one of substantial accomplishments for all. As parents/guardians are a valuable partner in the education process, we wanted to ensure that student progress was communicated to families in an accurate and comprehensible format. As we implement the use of the standards-based report card, student progress, strengths, and challenges will be conveyed in a format that ensures consistency and collaboration between the district, school, and families.

The elementary report card includes information about your child’s progress toward end-of-the-year grade level standards. Each report card includes teacher comments that describe specific strengths and growth goals for your child. Teachers may provide additional information and samples of your child’s work during parent/teacher conferences.

We have prepared this Elementary Report Card Handbook to be a guide for families as we transition to the new report card system. For additional information or specific questions on student report cards, please contact your child’s teacher or school principal.

Sincerely,

Craig C. Powers
Assistant Superintendent

Reporting and Testing Timeline

Reporting Process

The reporting process occurs throughout the year to help families understand the skills being taught in each subject area and the student's performance toward end-of-the-year grade level standards. Effort and learner behaviors are also communicated.

- **November** - Fall Parent/Teacher conferences
- **December** - First Trimester report card
- **March** - Second Trimester report card & Spring Parent/Teacher conferences (as needed)
- **June** - Third Trimester report card

Ongoing Communication

- Newsletters
- Individual Conversations/Emails
- Feedback on Student Work
- Parent-Teacher meetings (IEPs/504s)

State Testing

Prior to April break, Grade 5 students will participate in the Next Generation Science Standards (NGSS) Assessment. Following April break, all students in Grades 3-5 will participate in the Smarter Balanced Assessments in Mathematics and English Language Arts. Student performance results will be sent to families via mail during the summer months.

District Universal Screeners (ELA & Math)

These assessments are administered in the fall, winter, and spring.

- Grades K-2: Achievement Improvement Monitoring System (AIMSweb)
- Grades 2-5: NWEA Assessments - Measures of Academic Progress (MAP)

Common Core Standards

The Common Core State Standards:

As explained on the [CSDE website](#), *The Connecticut Core Standards, adopted by the State Board of Education in 2010, provide teachers, students, and families with clear expectations of what a student should know and be able to do at each grade level.*

School districts develop local curricula based on these college and career standards. Taken together, standards, high quality curriculum, and instruction prepare students to meet the demands of 21st Century study, work, and life.

What are standards?

The elementary report card is designed to help parents and guardians understand their child's progress toward established grade level standards. Waterford standards identify the skills, knowledge, and understandings that each student should acquire in order to have a firm foundation for future learning and be college or career ready after high school. These standards describe what students should know and be able to do by the *end of each grade level* in the core academic areas.

How will you know if your child will meet a standard?

Report cards are designed to inform parents and guardians about their child's progress relative to the end of the year grade level standards. These performance standards cannot be compared to a numeric average or letter grade. Rather, they communicate which skills the child has mastered or where he/she is currently working within the end of the year grade level expectations.

[Connecticut State Department of Education Standards and Grade Level Expectations](#)

What student evidence determines progress?

As students work toward achieving grade level expectations in all curriculum areas, teachers carefully consider the following in order to determine progress:

- A collection of work over time
- Daily written or oral tasks
- Application of skills
- Formal and informal classroom assessments and observations

Performance Indicators and Key Terms

What academic subjects are assessed?

- Language Arts - Reading
- Language Arts - Writing
- Mathematics

What special areas are assessed?

- Art
- Music
- Physical Education/Health

Academic Performance Indicators (as they appear on the report card):

- M - Meeting the standard consistently and independently. *This is the goal for the end of the year grade level expectation.*
- T - Ontrack toward meeting the grade level standard independently or with minimal teacher support. *This is the goal throughout the year and should be celebrated.*
- P - Progressing toward meeting the standard with frequent teacher support
- B - Beginning to progress toward meeting the standard with extensive teacher support
- NG - Not graded at this time

Effort Key for Learner Behaviors / Science / Social Studies/ Technology:

- 3 - The student consistently demonstrates effort
- 2 - The student inconsistently demonstrates effort
- 1 - The student seldomly demonstrates effort

Teacher comments may address:

- Student strengths and/or areas of concern, both academic and behavioral
- Individual student goals or an action plan regarding what is necessary to meet grade level standards
- Specific content area units being studied and assessed during the trimester

Student Information	
Name	
Grade	
Student Number	
Homeroom Teacher	

Attendance for students is reported here

Attendance as of *date	T1	T2	T3	YR
Days Absent				
Times Tardy				

Report Card

Academic Performance Levels are utilized to report on Effort and Behaviors

PERFORMANCE INDICATORS
M - Meeting the standard consistently and independently
T - On track toward meeting the standard independently or with minimal teacher support
P - Progressing toward meeting the standard with frequent teacher support
B - Beginning to progress toward meeting the standard with extensive teacher support
NG - Not graded at this time

EFFORT AND LEARNER BEHAVIORS
3 - The student consistently demonstrates effort
2 - The student inconsistently demonstrates effort
1 - The student seldomly demonstrates effort

"NG" will indicate that the standard is not applicable at this time

LANGUAGE ARTS-READING			
LANGUAGE ARTS – READING			
Recounts stories to include story elements (character, setting, problem, solution) and message or lesson			
Acknowledges differences in the point of view of characters			
Supports thinking with information from the text			
Uses text features to locate and clarify information in a text			
Identifies the main topic of text			
Reads accurately and fluently to support comprehension			
Selects and reads appropriate books during independent reading			
Maintains stamina and focus during independent reading			
Applies grade-level phonics to decode words			
Recognizes and reads second grade high frequency words			
Reading Effort			

LEARNER BEHAVIORS			
	T1	T2	T3
Respects others' rights, feelings, and behaviors			
Accepts responsibility for his/her behavior			
Stays on task while working independently			
Approaches challenges using a variety of strategies			
Cooperates appropriately with others			
Produces quality work			
Exercises self-control			
Follows directions			
Teacher Comment			

Learner Behavior standards report on social behaviors of your child

LANGUAGE ARTS-WRITING			
LANGUAGE ARTS – WRITING			
Writes narrative pieces, recounting a well elaborated event including details to describe actions, thoughts, and feelings			
Writes informative pieces, introduces a topic, uses facts and definitions to develop points			
Writes opinion pieces, states an opinion and supplies reasons that support the opinion			
Maintains stamina and focus during independent writing			
Uses appropriate spacing between words			
Use handwriting guidelines			
Applies appropriate grammar, mechanics, and usage when writing			
Applies correct spelling of grade-level words in written work			
Uses strategies to determine the meaning of unknown words			
Writing Effort			
LANGUAGE ARTS – SPEAKING AND LISTENING			
Actively engages in discussions with partnerships, groups or whole class			
Expresses complete thoughts, feelings, and ideas clearly			
Speaking and Listening Effort			

Student performance is recorded for **STANDARDS** under each **CONTENT AREA**.
These communicate which skills the child has mastered or where he/she is currently working within the end of the year grade level expectations.

ART			
ART			
Generates & conceptualizes artistic ideas and work			
Refines & completes artistic work			
Synthesizes & relates knowledge and personal experiences to make art			
Art Effort			
Art Comment			

STANDARDS describe what students should know and be able to do by the **end of each grade level** in the core academic areas.

PHYSICAL EDUCATION/HEALTH			
PHYSICAL EDUCATION/HEALTH			
Demonstrates competency in motor skills			
Demonstrates understanding of movement patterns			
Demonstrates an appreciation and development of physical fitness/wellness			
Demonstrates responsible, personal, and social behavior			
Physical Education Effort			
Physical Education Comments:			

MATHEMATICS			
MATHEMATICS			
Attends to precision			
Makes sense of problems and perseveres in solving them			
Represents & solves problems involving addition and subtraction within 100			
Fluently adds and subtracts within 20			
Understands place value of ones, tens, and hundreds			
Uses place value and properties of operations to add and subtract within 1000			

SOCIAL STUDIES			
SOCIAL STUDIES			
Social Studies Effort			

TECHNOLOGY			
TECHNOLOGY			
	T1	T2	T3
Oral vocabulary			
Periodic vocabulary			
Music Effort			
Music Comment			

Comments

Teacher comments that describe specific strengths and growth goals for your child are recorded here