

Parent Guide to K-5 Standards Based Report Card

Suffield Public Schools

This guide is intended to provide families with detailed information on expectations on standards for students as they progress from Kindergarten through Grade 5. Our curricula are designed to follow the guidelines of the Connecticut Core Standards for literacy and mathematics as well as social studies, science, music, art, physical education, and Spanish (MIS only). Our Standards-Based Report Card seeks to provide meaningful feedback so both students and parents can track student progress toward mastery of key academic concepts and reflect upon strengths and areas of growth.

The report card captures detailed information regarding your child's progress toward **end of year grade level standards**. This means that the standards on the report card are written for mastery by the end of the year. With our reporting tool, most students will be progressing, or on the path to mastery, for many of the standards until March or May.

Please click on the links below for detailed information.

[Kindergarten Report Card - PDF](#)

[Grade 1 Report Card - PDF](#)

[Grade 2 Report Card - PDF](#)

[Grade 3 Report Card - PDF](#)

[Grade 4 Report Card - PDF](#)

[Grade 5 Report Card - PDF](#)

What should you see on your child's report card?

Grades represent student progress toward meeting ***end of year standards***. Most standards will be taught throughout the course of the year; for example counting (K), addition and subtraction (Grades 1-2), and multiplication and division (Grades 3-5). A few standards will be specific units such as geometry and measurement, and students may master those standards before the end of the year. It is important to note that a child receiving a 2 on the December and/or March report card is progressing as expected toward the end of year goals for that content and/or skill area.

Description of Grading Criteria

Suffield Public Schools K-5 Academic and Specials Description of Grading Criteria

4	<p>Applying standard at complex levels</p> <p>Your child has met expectation of grade level concepts and skills and can independently apply them to more complex concepts and skills within that content area. He or she grasps - both within and beyond the context given - and applies key concepts, processes, and skills required of the standard at a complex level. He or she can independently make connections and extend his or her learning in new and different ways without explicit instruction, within and among the grade level standards.</p>
3	<p>Meeting standard</p> <p>Your child is meeting the grade level expectation for the content and skills expected at the end of the school year. Your child consistently and independently grasps and applies key concepts, processes, and skills required of the standard. These students understand not just the "what," but can correctly explain and/or demonstrate the "how" and "why."</p>
2	<p>Progressing toward standard</p> <p>Your child is on the right track to meet standard at end of year expectations. He or she is grasping and beginning to apply key concepts, processes, and skills required of this standard at end of year expectations. He or she requires further learning and time to meet the end of year grade level standard.</p>
1	<p>Initiating standard</p> <p>Your child is beginning to learn key concepts, processes, and skills required of this standard at end of year expectations. He or she is at the foundational level for this standard as learning toward this standard has just begun.</p> <p>Students at this level are just beginning to access and identify concepts, skills, and vocabulary within expectation of the standard. They are unable to make connections among ideas or apply the information. Further learning and subsequent practice should lead to increased levels of performance.</p> <p>OR</p> <p>Your child may be having difficulty grasping concepts and skills that have been introduced related to this standard. He or she requires additional learning and/or support to progress toward the grade level standard.</p>
0	<p>This standard has not yet been introduced to students</p> <p>OR</p> <p>The student is not currently enrolled in this course. This may include half year courses or optional courses (i.e. Health, Band)</p>

What student evidence determines growth toward mastery standard?

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

- student portfolio of work
- observation of daily written or oral tasks
- conferences with students
- observation of collaboration with peers (group work)
- application of skills
- formative assessments (quizzes, journal entries, etc.)
- summative assessments (tests/projects)

What do teacher comments address?

Teacher comments address your child’s progress during the marking period in more specific detail:

- how your child is progressing within the marking period (academic, behavior, social-emotional)
- student strengths and/or areas of concern, both academic, social-emotional, and behavioral
- may address topics for further discussion during parent-teacher conferences

What if my child has an IEP?

Students with IEPs will receive Progress Reports from their case manager as well as the report card completed by the classroom teacher in collaboration with the special education teacher.

Reporting key to Approaches to Learning and Personal Development/Classroom and Community Skills (ie Student Behavior and Work Habits)

Non-academic behaviors are important and merit their own reporting mechanism because they matter in college, career, and in life. Work habits, social emotional learning, and effort are often closely related to student achievement. These skills are equally as valuable as academic achievement. We strive for each student to work to his or her potential so that he or she can achieve at the highest possible level and achieve or make progress toward grade level standards.

Scale for assessing:

C- Consistently	I - Inconsistently	S - Seldom
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What does my child’s reading level tell me?

The reading levels on the report card are based on the Fountas and Pinnell instructional reading level which reflects the types of texts your child is currently able to read and understand with instructional support. The reading level does not reflect the entire range of text your child might be able to read. Each child is a unique individual; a child’s reading level is only one component of who he or she is as a reader. (See *Additional Resources for grade level reading expectations*)

In addition to the report card, how can I obtain more information on my child's progress in school?

We strive to inform families on a regular basis about student progress toward mastery of grade level standards. This communication will be throughout the year in a variety of formats including:

Parent Open House: Information sessions are provided in September for parents relative to classroom expectations and school wide programming.

Ongoing Communication: Teachers and administrators communicate frequently with families via phone conversations, email, grade level communication.

Parent/Teacher Conferences: Face to face communication is provided for teachers twice a year in December and March. Teachers will be prepared to discuss specific performance of your child relative to the standards on the report card.