

Dear Parents,

The Woodbridge School District utilizes a standards-based report card in First through Sixth Grade. A committee of teachers, curriculum specialists, administrators and members of the district's technology department worked diligently to create this standards-based report card. The report card is comprehensive and detailed in the way it reflects each child's progress. It will assist parents and educators in identifying both strengths and areas requiring further development. The expectation is that this reporting system will be used as a tool to improve student growth over time by promoting more personalized learning for every child.

Sincerely,

Gaeton F. Stella, Ph.D.  
Superintendent

This Parent Brochure is designed to assist parents in gaining a greater understanding of the Woodbridge School District's First through Sixth Grade elementary level standards-based report card.

The Woodbridge School District has designed curricula and assessments that directly align with the Common Core State Standards.

Under each standard, the district has identified specific grade-level expectations. A standards-based report card lists the most important skills students should learn in each subject at a particular grade level.

The standards-based report card reflects the expectations embedded within the district's curriculum and assessments. This tool is designed to demonstrate your child's current level of performance in comparison to a common standard, thus allowing parents to better understand how their child is performing relative to identified grade-level expectations.

We encourage all parents to be informed regarding the academic content and concepts students will learn each year in school. Information on report cards and curriculum standards can be found on the Woodbridge School District website at the following link:

<http://www.woodbridge.k12.ct.us/reportcard>



Woodbridge School District  
Standards - Based  
Report Cards  
Grades 1-6  
Overview

**We are committed to:**

- Learning as a challenging process of choice, discovery, change and growth for all
- Inspiring the development and sharing of everyone’s unique gifts and talents
- Providing a learning community that nurtures and integrates social, emotional, physical and academic development

**At Beecher Road School, the Common Core Standards help:**

- Emphasize high level reading comprehension skills
- Place equal weight on reading and writing
- Stress the importance of critical citizenship
- Emphasize reading through increasingly complex texts
- Convey that intellectual growth occurs across years and across disciplines
- Support cross/curricular literacy teaching
- Emphasize more rigorous problem solving
- Focus on perseverance and in-depth thinking
- Provide both content and practice standards
- Emphasize that every student needs access to this work

Score	Description
3	Meets Grade-Level Standard
2	Is Progressing Towards Grade-Level Standard
1	Does not meet Grade-Level Standard
N/A	Standard Is Not Assessed At This Time

On a standards-based report card, a mark of “3” is the expected goal for students, which indicates that the student is meeting the requirements of the academic standards for his/her grade level. Marks of “3” and “2” both indicate that a student is working within the expectations of his/her grade level. The difference is the level of independence and support a student needs to demonstrate proficiency. The expectation is that most students will achieve a “3” by the end of the year for each grade-level standard.

It is important to note that a student’s mark may change from report card to report card as concepts increase in difficulty. Therefore, a student who earns a mark of “3” in the first reporting period may earn a “2” in the second reporting period when the rigor of the standard has been increased.

It is expected that teachers have had dialogue with parents prior to the distribution of the report card for any student receiving a “1” for any standard.

**Key for Academic Performance:**

**3** – A mark of “3” indicates that student performance is consistently at district expectations as evidenced by independent application of concepts and skills. The student requires little or no adult support to demonstrate proficiency after instruction has been delivered.

**2** - A mark of “2” indicates that student performance is beginning to and occasionally does meet district expectations. The student often requires support to demonstrate proficiency.

**1** – A mark of “1” indicates that student performance is not currently meeting district expectations. The student requires instructional supports and interventions.

**Key for Habits of Success:**

A student who consistently demonstrates age/grade appropriate social and academic behaviors will receive a “3”.

A student who inconsistently demonstrates age/grade appropriate social and academic behaviors will receive a “2”.

A student who rarely demonstrates age/grade appropriate social and academic behaviors will receive a “1”.