

# Madison Public Schools - Elementary Report Card - K-3



“Success is no accident. It is **hard work**, **perseverance**, **learning**, **studying**, **sacrifice** and most of all, **love** of what you are doing or learning to do!”

~ Pele

# What were the steps taken to revise the MPS K-5 Report Card?



1. Administrators, teachers, coaches and Central Office staff conducted a comprehensive research analysis of the following:
  - a. CT State Standards
  - b. Standards based report cards from neighboring districts.
  - c. Review of standards based report cards from various states (NH, VT)
  - d. MPS Curriculum Documents

# What were the steps taken to revise the MPS K-5 Report Card?



2. Coaches and central office staff drafted a report card based on the in-depth analysis of research, standards and curriculum internally, locally and nationally.

3. Teachers reviewed the draft with the goal of providing feedback for further revisions / enhancements.

4. Parents were invited to Central Office in the Spring of 2019 to review draft report card and provide further feedback for revisions.

# A Standards Based Report Card

*...based on **end of year**,  
grade-level standards*

# Elementary Achievement Indicators



Each trimester, students are provided with a performance indicator.

Our indicators are categorized in the following manner:

**S** = Strength (already meeting end of year benchmarks)

**M** = Meets Expectations

**D** = Developing

**N** = Needs Support

 = Not assessed at this time

# Indicators of Student Achievement



- ★ Work Habits
- ★ Social Development
- ★ Language Arts
  - Speaking & Listening
  - Reading
  - Language & Grammar
  - Writing
  - Content Literacy
- ★ Math
  - Relationships
  - Fluency & Problem Solving
  - Drawing Conclusions
  - Use of Appropriate Tools

## Indicators of Student Achievement



- ★ Science
- ★ Social Studies
- ★ Related Arts
  - Spanish
  - Music
  - Art
  - Physical Education
- ★ 21st Century Capacities

## 21st Century Capacities

*These multi-disciplinary outcomes are embedded throughout the K-12 curriculum.*

*Different skills are prioritized in certain grade level.*

- ★ Critical Thinking
- ★ Creative Thinking
- ★ Communication / Collaboration
- ★ Self-Direction
- ★ Global Thinking



## Student Growth and Development 21<sup>st</sup> Century Capacities Matrix

<b>Critical Thinking</b>	<b>Creative Thinking</b>	<b>Collaboration/ Communication</b>	<b>Self-Direction</b>	<b>Global Thinking</b>
<p><b>Problem Identification</b></p> <p>Students will be able to clarify the problem and pose significant questions for investigation.</p>	<p><b>Innovation</b></p> <p>Students will be able to take an existing solution or object in order to consider limitations and possible transformations.</p>	<p><b>Collective Intelligence</b></p> <p>Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.</p>	<p><b>Reflection</b></p> <p>Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s).</p>	<p><b>Engaging in Global Issues</b></p> <p>Students will be able to analyze complex issues and their implications and/or consequences.</p>
<p><b>Analyzing</b></p> <p>Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.</p>	<p><b>Imagining</b></p> <p>Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry.</p>	<p><b>Product Creation</b></p> <p>Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.</p>	<p><b>Perseverance</b></p> <p>Students will be able to identify problem(s) and use appropriate strategies to continue toward a desired goal.</p>	<p><b>Alternate Perspectives</b></p> <p>Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews.</p>
<p><b>Synthesizing</b></p> <p>Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.</p>	<p><b>Design</b></p> <p>Students will be able to engage in an appropriate process to refine their product.</p>	<p><b>Presentation</b></p> <p>Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding.</p>	<p><b>Decision Making</b></p> <p>Students will be able to propose ethical, responsible decisions based on data/evidence and context.</p>	<p><b>Citizenship</b></p> <p>Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner.</p>



# Madison Public Schools

Every child, every day, leading the way

[COMMUNITY LOGIN](#)

[QUICKLINKS](#)

[SEARCH](#)

[Curriculum Home](#)

[Career and Technology Education](#)

[English Language Arts](#)

[Mathematics](#)

[Science](#)

[Social Studies](#)

[World Language](#)

[Visual Arts / Music / Theatre](#)

## Curriculum

- [District Vision](#)
- [Vision for Curriculum Development](#)
- [21st Century Capacities](#)
- [Curricular Phases](#)
- [Quality Check](#)



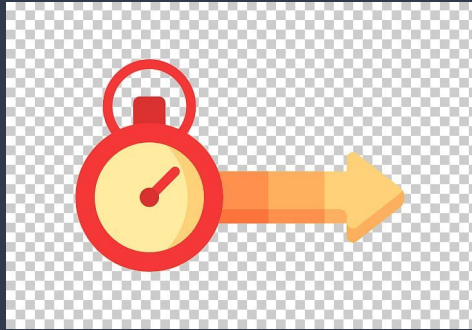
# Teacher Comments



- ★ Identify student strengths/ transition to classroom /grade level
- ★ Communicate instructional targets for the second trimester in reading, writing and math.
- ★ Share an area for your child to focus on as it relates to work habits



# Report Card Timeline



**Thurs 12/5**

**Attendance closes**

**Fri 12/20**

**Report cards go home**

# Questions, Comments?

