

LEVELS OF ACADEMIC PERFORMANCE

P	Pass- indicating that they engaged in distance learning with consistent effort and/or sufficient concept mastery
A	Approaching- indicating they were under-engaged in distance learning and/or did not show sufficient concept mastery
N/A	Some standards are not instructed or assessed during a particular trimester based on the sequence and pacing of the curriculum. There may be a few standards that are not assessed this year in the third trimester due to distance learning.

FAQs

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

Teachers use multiple sources of information to gauge student engagement including the completion and quality of classwork. Other forms of engagement may include participation in virtual office hours or other live sessions.

Why did my child receive a mark of Approaching?

Children who received a mark of approaching did not complete much of the assigned work in that content area for this period of distance learning and/or did not show sufficient mastery of a skill or concept.

Dear Parents and Guardians,

Many of the spring assessments were not able to be given. How will my child's teacher next year know how well she learned what he (she) was supposed to this year?

When we return to class in the fall, the teacher will be assessing each child and determining the next steps for him or her. We anticipate that we may need to review some of the previous year's curricula and will adjust the scope and sequence of our instruction accordingly. As part of teachers' repertoire of instructional delivery, differentiation of instruction through small-group instruction will help teachers meet students' needs.

When will I find out who my child's teacher is for next year?

We will be finalizing staffing at each level throughout the spring and summer and will be creating classes and teacher assignments accordingly.

Letters will be sent home to families in August with teacher assignments.

This pamphlet provides information about the elementary and intermediate report cards, how student

REGIONAL SCHOOL DISTRICT 17 HADDAM-KILLINGWORTH

Parent Guide to the Elementary & Intermediate Report Card for Distance Learning, June 2020



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

Killingworth Elementary School
860-663-1121

Haddam-Killingworth Intermediate School
860-663-1421

This pamphlet is also located on each school's website.

progress is reported, and the criteria used to evaluate student progress during distance learning.

The report card communicates a comprehensive picture of how your child performed during distance learning in reference to grade level expectations. For consistency and clarity, the same rating categories are used across all K-5 grades to evaluate student academic progress. During this time of distance learning, we will not be assessing personal and academic responsibilities sections.

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:

- Ongoing feedback on assignments
- Formative assessments
- Teacher Emails
- Phone calls home
- Comments through Google Classroom or other platform

REPORT CARD FEATURES

- **Levels of Performance:** Two levels of performance that reflect student engagement in the curriculum.
- **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 descriptive narrative about the overall strengths and focus areas will be provided to communicate the student's level of proficiency related to the standards reported.
- **Not Assessed:** Some standards are not assessed during a particular trimester based on the sequence

and pacing of the curriculum. There may be a few standards that are not assessed this year due to distance learning.

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.

Formative Assessments- Classroom assessments used to check student understanding and plan instruction.

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.