

Bethany Public School District

Report Card Handbook Grades K-6



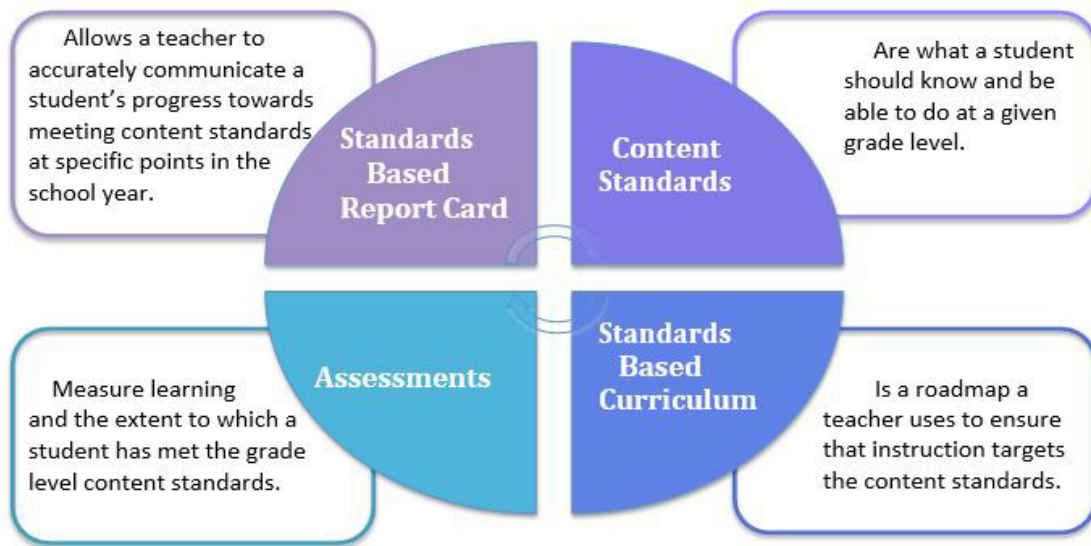
Rationale for a Standards-Based System

Traditional Systems Versus Standards-Based Systems

Aligning classroom instruction, assessment, and feedback to students and families to the rigorous Common Core State Standards is essential to improving teaching and learning. The revised, K-6 standards-based report card is only one component of this effort. Other efforts include classroom assessments based on standards, student and parent conferences, and the use of common assessments. Each of these creates an opportunity for individuals and groups of teachers to reflect on student learning, as well as their own practice, and use meaningful, standards-specific feedback to empower students and engage families in monitoring student progress and improving learning. The following table highlights the differences between traditional systems and standards-based systems.

TRADITIONAL SYSTEMS	STANDARDS-BASED SYSTEMS
<ul style="list-style-type: none">Major subjects are listed by name only	<ul style="list-style-type: none">Content standards and grade-level indicators define major subjectsStandards prioritized for purposes of reporting within categories
<ul style="list-style-type: none">One grade per subject	<ul style="list-style-type: none">One grade for each prioritized standard within a subject area
<ul style="list-style-type: none">Percentage systemCriteria are often unclear or assumed to be known	<ul style="list-style-type: none">Criterion-referenced standards and goalsPublicly published criteria/targets
<ul style="list-style-type: none">Uncertain mix of achievement/attitude/effort/behaviorIncludes group scores	<ul style="list-style-type: none">Progress toward standards masteryIndividual evidence only
<ul style="list-style-type: none">Everything is scored and included regardless of when it was completed in the grading period	<ul style="list-style-type: none">Most recent evidence emphasized
<ul style="list-style-type: none">Grades “calculated”	<ul style="list-style-type: none">Grades are “determined” by measuring progress toward meeting standards
<ul style="list-style-type: none">Varied quality of assessments	<ul style="list-style-type: none">Quality assessments only and data carefully recorded
<ul style="list-style-type: none">Teacher decides and announces grades	<ul style="list-style-type: none">All aspects of grading discussed with students

Components of a Standards-Based System



Standards-Based Curriculum

A standards-based curriculum is derived from the Core Standards. It allows for students to have context to their learning as well as authentic experiences.

Standards-Based Assessments

Assessments determine the student's understanding of the standards. Students are assessed on all or part of the standard depending on prior performance related to that standard.

Standards-Based Instruction

This is not a linear process. Learning is a cyclical process, and so our curriculum design is one that supports delivering instruction to students who might be learning at different stages. This is helpful for children but can be confusing when parents want a specific timeline of when standards are taught. You will find that your child will have multiple opportunities to learn, practice, and master specific learning targets. One of the advantages of using standards-based instruction is that it creates an efficient process for mastering the learning targets in an individualized and differentiated way, thereby allowing meaningful contexts and simulations through projects as well as opportunities for personalization of relevant opportunities.

Standards-Based Grading and Reporting

Every time a student is evaluated, that performance is compared to the prioritized standard (after teaching). Student performance on prioritized standards is monitored throughout the year.

Performances are compared to specific standards so that parents, students, and teachers all know precisely what is expected. Advantages for students and families are fairness, clarity, and improved learning. Although all standards are assessed, not all standards are reported on in each trimester.

Report Card Templates by Grade Level

Bethany Community School

44 Peck Road
Bethany, CT
06524-0388



Standards Based Report Card

Key for Academic Performance Codes

The following qualifiers will be used to communicate your child's level of progress and skill development in the academic areas of language arts, mathematics, science, social studies, and special classes:

4 - Exceeding Grade Level Standard

Student consistently and independently demonstrates an understanding of the knowledge and skills above what is expected at this grade level.

3 - Meeting Grade Level Standard

Student consistently demonstrates the knowledge and skills expected at this grade level. This is the goal for all students by the end of the last trimester.

2 - Progressing Toward Grade Level Standard

Student is adequately progressing toward mastery of the knowledge and skills expected at this grade level.

1 - Does Not Meet Grade Level Standard

Student is not yet demonstrating an understanding of the knowledge and skills expected at this time.

Attendance	Term 1	Term 2	Term 3	Total
Days Absent				
Days Tardy				

Academic Success Habits	T1	T2	T3
Demonstrates self-control			
Observes school and class rules			
Interacts well with others			
Works well in cooperative groups			
Respects the property of others			
Resolves conflict appropriately			
Participates and is engaged during instruction			
Follows directions			
Works without distracting others			
Works independently			
Seeks help when needed			
Shows a positive attitude			
Uses time appropriately			
Organizes self and materials			
Completes classroom assignments in a timely manner			
Forms letters and numerals correctly			
Demonstrates age appropriate fine motor skills			

S=Secure / P=Progressing

Student Information	
Student Name:	
Grade:	Kindergarten
Homeroom Teacher:	
Student Number:	

English Language Arts			
Reading	T1	T2	T3
Phonological awareness			
Print concepts			
Phonics and word recognition			
Fluency			
Key ideas and details			
Craft and structure			
Integration of knowledge and ideas			
Range of reading and level of text complexity			
Reading at Grade Level Expectation			
Writing			
Text types and purposes			
Production and publishing			
Research			
Range of writing			
Speaking/Listening			
Discussion			
Presentation of knowledge and ideas			
Language			
Conventions			
Vocabulary			
Social Studies			
Developing Questions and Planning Inquiries	T1	T2	T3
Develops questions and plans inquiries			
Applying Disciplinary Tools and Concepts			
Civics: Institutions, participation, and representation			
Economics: Financial decision making in personal, local, national, and global settings			
Geography: Geographic representations and how they impact human populations			
History: Perspectives and informed arguments using historical sources			
Evaluating Sources and Using Evidence			
Gathers and evaluates sources to develop claims and evidence			
Communicating Conclusions and Taking Informed Action			
Communicates and critiques conclusions			
Takes informed action			

Mathematics			
Counting and Cardinality	T1	T2	T3
Knows number names and the count sequence			
Counts to tell the number of objects			
Compares numbers			
Operations and Algebraic Thinking			
Understands addition as putting together and adding to and understands subtraction as taking apart and taking from			
Number and Operations in Base Ten			
Works with numbers 11-19 to gain foundations for place value			
Measurement and Data			
Describes and compares measurable attributes			
Classifies objects and counts the number of objects in each category			
Geometry			
Identifies and describes shapes			
Analyzes, compares, creates, and composes shapes			
Science			
Physical Sciences	T1	T2	T3
Forces and Interactions: Pushes and Pulls			
Life Sciences			
Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment			
Earth and Space Sciences			
Weather and Climate			
Engineering, Technology, and Applications of Science			
Engineering Design			

Physical Education			
Motor Skills	T1	T2	T3
Demonstrates competency in a variety of locomotor/nonlocomotor skills and movement patterns			
Manipulates hands/feet for proper motor movements to include throwing, kicking, and dribbling			
Movement Concepts			
Applies knowledge of movement concepts, principles, strategies, and tactics related to movement and performance			
Physical Activity			
Achieves and maintains a health-enhancing level of physical activity and fitness			
Demonstrates fitness knowledge, self-assessment, and program planning			
Personal and Social Responsibility			
Respects self and others			
Works with others and accepts feedback			
Self-Regulation and Self-Motivation			
Recognizes the value of physical activity for health, enjoyment, self-expression, and/or social interaction			
Demonstrates self-motivation for challenges, self-expression, and enjoyment			
Physical Education Teacher Comments			

Music				Spanish				Art								
Creating		T1	T2	T3	Communication		T1	T2	T3	Creating		T1	T2	T3		
Imagines: Generates musical ideas					Uses language to communicate with others					Generates and conceptualizes artistic ideas and work						
Plans and Makes: Develops musical ideas					Understands what others communicate					Organizes and develops artistic ideas and work						
Evaluates and Refines: Selected musical ideas					Presents information, concepts, and ideas in a way that is understood					Refines and completes artistic work						
Presents: Shares creative musical work					Cultures				Presenting							
Selects: Varied musical works					Understands products, practices, and perspectives of other cultures							Selects, analyzes, and interprets artistic work for presentation				
Analyzes: Structure and context of musical works					Connections				Develops and refines artistic techniques and work for presentation							
Presents: Performs to the audience					Uses information learned in other subjects in the study of Spanish							Conveys meaning through the presentation of artistic work				
Rehearses, Evaluates, and Refines: Performances					Uses information from sources in Spanish							Responding				
Interprets: Develops personal interpretations					Comparisons Among Languages and Cultures				Perceives and analyzes artistic work							
Selects: Chooses music					Shows an understanding of similarities, differences, and interactions across languages and cultures							Interprets intent and meaning in artistic work				
Analyzes: Structure and context of music					Communities				Applies criteria to evaluate artistic work							
Interprets: Supports interpretations of music					Uses Spanish within and beyond the school setting							Connecting				
Synthesizes: Knowledge and personal experiences to music					Spanish Teacher Comments									Synthesizes and relates knowledge and personal experiences to make art		
Relates: Musical ideas to deepen understanding														Relates artistic ideas and works with societal, cultural, and historical context to deepen understanding		
Music Teacher Comments				Art Teacher Comments												

Term 1 Teacher Comments	Term 2 Teacher Comments	Term 3 Teacher Comments
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Bethany Community School

44 Peck Road
Bethany, CT
06524-0388



Standards Based Report Card

Student Information	
Student Name:	
Grade:	1
Homeroom Teacher:	
Student Number:	

Key for Academic Performance Codes

The following qualifiers will be used to communicate your child's level of progress and skill development in the academic areas of language arts, mathematics, science, social studies, and special classes:

4 - Exceeding Grade Level Standard

Student consistently and independently demonstrates an understanding of the knowledge and skills above what is expected at this grade level.

3 - Meeting Grade Level Standard

Student consistently demonstrates the knowledge and skills expected at this grade level. This is the goal for all students by the end of the last trimester.

2 - Progressing Toward Grade Level Standard

Student is adequately progressing toward mastery of the knowledge and skills expected at this grade level.

1 - Does Not Meet Grade Level Standard

Student is not yet demonstrating an understanding of the knowledge and skills expected at this time.

Attendance	Term 1	Term 2	Term 3	Total
Days Absent				
Days Tardy				

Academic Success Habits	T1	T2	T3
Demonstrates self-control			
Observes school and class rules			
Interacts well with others			
Works well in cooperative groups			
Respects the property of others			
Resolves conflict appropriately			
Participates and is engaged during instruction			
Follows directions			
Works without distracting others			
Works independently			
Seeks help when needed			
Shows a positive attitude			
Uses time appropriately			
Organizes self and materials			
Completes classroom assignments			
Completes homework			
Forms letters and numerals correctly			
Demonstrates age appropriate fine motor skills			

S=Secure / P=Progressing

Physical Education				
Motor Skills		T1	T2	T3
Demonstrates competency in a variety of locomotor/nonlocomotor skills and movement patterns				
Manipulates hands/feet for proper motor movements to include throwing, kicking, and dribbling				
Movement Concepts				
Applies knowledge of movement concepts, principles, strategies, and tactics related to movement and performance				
Physical Activity				
Achieves and maintains a health-enhancing level of physical activity and fitness				
Demonstrates fitness knowledge, self-assessment, and program planning				
Personal and Social Responsibility				
Respects self and others				
Works with others and accepts feedback				
Self-Regulation and Self-Motivation				
Recognizes the value of physical activity for health, enjoyment, self-expression, and/or social interaction				
Demonstrates self-motivation for challenges, self-expression, and enjoyment				
Physical Education Teacher Comments				

Music			
Creating	T1	T2	T3
Imagines: Generates musical ideas			
Plans and Makes: Develops musical ideas			
Evaluates and Refines: Selected musical ideas			
Presents: Shares creative musical work			
Performing			
Selects: Varied musical works			
Analyzes: Structure and context of musical works			
Presents: Performs to the audience			
Rehearses, Evaluates, and Refines: Performances			
Interprets: Develops personal interpretations			
Responding			
Selects: Chooses music			
Analyzes: Structure and context of music			
Interprets: Supports interpretations of music			
Evaluates: Support evaluations of music			
Connecting			
Synthesizes: Knowledge and personal experiences to music			
Relates: Musical ideas to deepen understanding			
Music Teacher Comments			

Spanish			
Communication	T1	T2	T3
Uses language to communicate with others			
Understands what others communicate			
Presents information, concepts, and ideas in a way that is understood			
Cultures			
Understands products, practices, and perspectives of other cultures			
Connections			
Uses information learned in other subjects in the study of Spanish			
Uses information from sources in Spanish			
Comparisons Among Languages and Cultures			
Shows an understanding of similarities, differences, and interactions across languages and cultures			
Communities			
Uses Spanish within and beyond the school setting			
Spanish Teacher Comments			

Art			
Creating	T1	T2	T3
Generates and conceptualizes artistic ideas and work			
Organizes and develops artistic ideas and work			
Refines and completes artistic work			
Presenting			
Selects, analyzes, and interprets artistic work for presentation			
Develops and refines artistic techniques and work for presentation			
Conveys meaning through the presentation of artistic work			
Responding			
Perceives and analyzes artistic work			
Interprets intent and meaning in artistic work			
Applies criteria to evaluate artistic work			
Connecting			
Synthesizes and relates knowledge and personal experiences to make art			
Relates artistic ideas and works with societal, cultural, and historical context to deepen understanding			
Art Teacher Comments			

Term 1 Teacher Comments	Term 2 Teacher Comments	Term 3 Teacher Comments
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1 - Does Not Meet Grade Level Standard

Student is not yet demonstrating an understanding of the knowledge and skills expected at this time.

Attendance	Term 1	Term 2	Term 3	Total
Days Absent				
Days Tardy				

Academic Success Habits	T1	T2	T3
Demonstrates self-control			
Observes school and class rules			
Interacts well with others			
Works well in cooperative groups			
Respects the property of others			
Resolves conflict appropriately			
Participates and is engaged during instruction			
Follows directions			
Works without distracting others			
Works independently			
Seeks help when needed			
Shows a positive attitude			
Uses time appropriately			
Organizes self and materials			
Completes classroom assignments			
Completes homework			
Forms letters and numerals correctly			
Demonstrates age appropriate fine motor skills			

S=Secure / P=Progressing

Student Information	
Student Name:	
Grade:	2
Homeroom Teacher:	
Student Number:	

English Language Arts			
Reading	T1	T2	T3
Phonics and word recognition			
Fluency			
Key ideas and details			
Craft and structure			
Integration of knowledge and ideas			
Range of reading and level of text complexity			
Reading at Grade Level Expectation			
Writing			
Text types and purposes			
Production and publishing			
Research			
Range of writing			
Speaking/Listening			
Discussion			
Presentation of knowledge and ideas			
Language			
Conventions			
Knowledge of language			
Vocabulary			
Social Studies			
Developing Questions and Planning Inquiries	T1	T2	T3
Develops questions and plans inquiries			
Applying Disciplinary Tools and Concepts			
Civics: Institutions, participation, and representation			
Economics: Financial decision making in personal, local, national, and global settings			
Geography: Geographic representations and how they impact human populations			
History: Perspectives and informed arguments using historical sources			
Evaluating Sources and Using Evidence			
Gathers and evaluates sources to develop claims and evidence			
Communicating Conclusions and Taking Informed Action			
Communicates and critiques conclusions			
Takes informed action			

Mathematics			
Operations and Algebraic Thinking	T1	T2	T3
Represents and solves problems involving addition and subtraction			
Adds and subtracts within 20			
Works with equal groups of objects to gain foundations for multiplication			
Number and Operations in Base Ten			
Understands place value			
Uses place value understanding and properties of operations to add and subtract			
Measurement and Data			
Measures and estimates lengths in standard units			
Relates addition and subtraction to length			
Works with time and money			
Represents and interprets data			
Geometry			
Reasons with shapes and their attributes			
Science			
Physical Sciences	T1	T2	T3
Structures and Properties of Matter			
Life Sciences			
Interdependent Relationships in Ecosystems			
Earth and Space Sciences			
Earth's Systems: Processes That Shape the Earth			
Engineering, Technology, and Applications of Science			
Engineering Design			

Physical Education			
Motor Skills	T1	T2	T3
Demonstrates competency in a variety of locomotor/nonlocomotor skills and movement patterns			
Manipulates hands/feet for proper motor movements to include throwing, kicking, and dribbling			
Movement Concepts			
Applies knowledge of movement concepts, principles, strategies, and tactics related to movement and performance			
Physical Activity			
Achieves and maintains a health-enhancing level of physical activity and fitness			
Demonstrates fitness knowledge, self-assessment, and program planning			
Personal and Social Responsibility			
Respects self and others			
Works with others and accepts feedback			
Self-Regulation and Self-Motivation			
Recognizes the value of physical activity for health, enjoyment, self-expression, and/or social interaction			
Demonstrates self-motivation for challenges, self-expression, and enjoyment			

Physical Education Teacher Comments

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Music			
Creating	T1	T2	T3
Imagines: Generates musical ideas			
Plans and Makes: Develops musical ideas			
Evaluates and Refines: Selected musical ideas			
Presents: Shares creative musical work			
Performing			
Selects: Selects varied musical works			
Analyzes: Structure and context of musical works			
Presents: Performs to the audience			
Rehearses, Evaluates, and Refines: Performances			
Interprets: Develops personal interpretations			
Responding			
Selects: Chooses music			
Analyzes: Structure and context of music			
Interprets: Supports interpretations of music			
Evaluates: Supports evaluations of music			
Connecting			
Sythesizes: Knowledge and personal experiences to music			
Relates: Musical ideas to deepen understanding			
Music Teacher Comments			

Spanish			
Communication	T1	T2	T3
Uses language to communicate with others			
Understands what others communicate			
Presents information, concepts, and ideas in a way that is understood			
Cultures			
Understands products, practices, and perspectives of other cultures			
Connections			
Uses information learned in other subjects in the study of Spanish			
Uses information from sources in Spanish			
Comparisons Among Languages and Cultures			
Shows an understanding of similarities, differences, and interactions across languages and cultures			
Communities			
Uses Spanish within and beyond the school setting			
Spanish Teacher Comments			

Art			
Creating	T1	T2	T3
Generates and conceptualizes artistic ideas and work			
Organizes and develops artistic ideas and work			
Refines and completes artistic work			
Presenting			
Selects, analyzes, and interprets artistic work for presentation			
Develops and refines artistic techniques and work for presentation			
Conveys meaning through the presentation of artistic work			
Responding			
Perceives and analyzes artistic work			
Interprets intent and meaning in artistic work			
Applies criteria to evaluate artistic work			
Connecting			
Synthesizes and relates knowledge and personal experiences to make art			
Relates artistic ideas and works with societal, cultural, and historical context to deepen understanding			
Art Teacher Comments			

Term 1 Teacher Comments	Term 2 Teacher Comments	Term 3 Teacher Comments
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Bethany Community School

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06524-0388



Standards Based Report Card

Key for Academic Performance Codes

The following qualifiers will be used to communicate your child's level of progress and skill development in the academic areas of language arts, mathematics, science, social studies, and special classes:

4 - Exceeding Grade Level Standard

Student consistently and independently demonstrates an understanding of the knowledge and skills above what is expected at this grade level.

3 - Meeting Grade Level Standard

Student consistently demonstrates the knowledge and skills expected at this grade level. This is the goal for all students by the end of the last trimester.

2 - Progressing Toward Grade Level Standard

Student is adequately progressing toward mastery of the knowledge and skills expected at this grade level.

1 - Does Not Meet Grade Level Standard

Student is not yet demonstrating an understanding of the knowledge and skills expected at this time.

Academic Success Habits	T1	T2	T3
Demonstrates self-control			
Observes school and class rules			
Interacts well with others			
Works well in cooperative groups			
Respects the property of others			
Resolves conflict appropriately			
Participates and is engaged during instruction			
Follows directions			
Works without distracting others			
Works independently			
Seeks help when needed			
Shows a positive attitude			
Uses time appropriately			
Organizes self and materials			
Completes classroom assignments			
Completes homework			

S=Secure / P=Progressing

Student Information	
Student Name:	
Grade:	3
Homeroom Teacher:	
Student Number:	

Attendance	Term 1	Term 2	Term 3	Total
Days Absent				
Days Tardy				

English Language Arts				Mathematics				Physical Education			
Reading	T1	T2	T3	Operations and Algebraic Thinking	T1	T2	T3	Motor Skills	T1	T2	T3
Phonics and word recognition				Represents and solves problems involving multiplication and division				Demonstrates competency in a variety of locomotor/nonlocomotor skills and movement patterns			
Fluency				Understands properties of multiplication and the relationship between multiplication and division				Manipulates hands/feet for proper motor movements to include throwing, kicking, and dribbling			
Key ideas and details				Multiplies and divides within 100				Movement Concepts			
Craft and structure				Solves problems involving the four operations and identifies and explains patterns in arithmetic				Applies knowledge of movement concepts, principles, strategies, and tactics related to movement and performance			
Integration of knowledge and ideas				Number and Operations in Base Ten				Physical Activity			
Range of reading and level of text complexity				Uses place value understanding and properties of operations to perform multi-digit arithmetic				Achieves and maintains a health-enhancing level of physical activity and fitness			
Reading at Grade Level Expectation				Number and Operations-Fractions				Demonstrates fitness knowledge, self-assessment, and program planning			
Writing				Develops understanding of fractions as numbers				Personal and Social Responsibility			
Text types and purposes				Measurement and Data				Respects self and others			
Production and publishing				Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses				Works with others and accepts feedback			
Research				Represents and interprets data				Self-Regulation and Self-Motivation			
Range of writing				Understands concepts of area and relates area to multiplication and to addition				Recognizes the value of physical activity for health, enjoyment, self-expression, and/or social interaction			
Speaking/Listening				Recognizes perimeter as an attribute of plane figures and distinguishes between				Demonstrates self-motivation for challenges, self-expression, and enjoyment			
Discussion				Geometry				Physical Education Teacher Comments			
Presentation of knowledge and ideas				Reasons with shapes and their attributes							
Language				Science							
Conventions				Physical Sciences	T1	T2	T3				
Knowledge of language				Forces and Interactions							
Vocabulary				Life Sciences							
Social Studies				Interdependent Relationships in Ecosystems							
Developing Questions and Planning Inquiries	T1	T2	T3	Life Cycles and Traits							
Develops questions and plans inquiries				Earth and Space Sciences							
Applying Disciplinary Tools and Concepts				Weather and Climate							
Civics: Institutions, participation, and representation				Engineering, Technology, and Applications of Science							
Economics: Financial decision making in personal, local, national, and global settings				Engineering Design							
Geography: Geographic representations and how they impact human populations											
History: Perspectives and informed arguments using historical sources											
Evaluating Sources and Using Evidence											
Gathers and evaluates sources											
Develops claims and uses evidence											
Communicating Conclusions and Taking Informed Action											
Communicates and critiques conclusions											
Takes informed action											

Music			
Creating	T1	T2	T3
Imagines: Generates musical ideas			
Plans and Makes: Develops musical ideas			
Evaluates and Refines: Selected musical ideas			
Presents: Shares creative musical work			
Performing			
Selects: Varied musical works			
Analyzes: Structure and context of musical works			
Presents: Performs to the audience			
Rehearses, Evaluates, and Refines: Performances			
Interprets: Develops personal interpretations			
Responding			
Selects: Chooses music			
Analyzes: Structure and context of music			
Interprets: Supports interpretations of music			
Evaluates: Supports evaluations of music			
Connecting			
Synthesizes: Knowledge and personal experiences to music			
Relates: Musical ideas to deepen understanding			
Music Teacher Comments			

Spanish			
Communication	T1	T2	T3
Uses language to communicate with others			
Understands what others communicate			
Presents information, concepts, and ideas in a way that is understood			
Cultures			
Understands products, practices, and perspectives of other cultures			
Connections			
Uses information learned in other subjects in the study of Spanish			
Uses information from sources in Spanish			
Comparisons Among Languages and Cultures			
Shows an understanding of similarities, differences, and interactions across languages and cultures			
Communities			
Uses Spanish within and beyond the school setting			
Spanish Teacher Comments			

Art			
Creating	T1	T2	T3
Generates and conceptualizes artistic ideas and work			
Organizes and develops artistic ideas and work			
Refines and completes artistic work			
Presenting			
Selects, analyzes, and interprets artistic work for presentation			
Develops and refines artistic techniques and work for presentation			
Conveys meaning through the presentation of artistic work			
Responding			
Perceives and analyzes artistic work			
Interprets intent and meaning in artistic work			
Applies criteria to evaluate artistic work			
Connecting			
Synthesizes and relates knowledge and personal experiences to make art			
Relates artistic ideas and works with societal, cultural, and historical context to deepen understanding			
Art Teacher Comments			

Term 1 Teacher Comments	Term 2 Teacher Comments	Term 3 Teacher Comments
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Key for Academic Performance Codes

The following qualifiers will be used to communicate your child's level of progress and skill development in the academic areas of language arts, mathematics, science, social studies, and special classes:

4 - Exceeding Grade Level Standard

Student consistently and independently demonstrates an understanding of the knowledge and skills above what is expected at this grade level.

3 - Meeting Grade Level Standard

Student consistently demonstrates the knowledge and skills expected at this grade level. This is the goal for all students by the end of the last trimester.

2 - Progressing Toward Grade Level Standard

Student is adequately progressing toward mastery of the knowledge and skills expected at this grade level.

1 - Does Not Meet Grade Level Standard

Student is not yet demonstrating an understanding of the knowledge and skills expected at this time.

Academic Success Habits	T1	T2	T3
Demonstrates self-control			
Observes school and class rules			
Interacts well with others			
Works well in cooperative groups			
Respects the property of others			
Resolves conflict appropriately			
Participates and is engaged during instruction			
Follows directions			
Works without distracting others			
Works independently			
Seeks help when needed			
Shows a positive attitude			
Uses time appropriately			
Organizes self and materials			
Completes classroom assignments			
Completes homework			

S=Secure / P=Progressing

Student Information	
Student Name:	
Grade:	4
Homeroom Teacher:	
Student Number:	

Attendance	Term 1	Term 2	Term 3	Total
Days Absent				
Days Tardy				

English Language Arts			
Reading	T1	T2	T3
Phonics and word recognition			
Fluency			
Key ideas and details			
Craft and structure			
Integration of knowledge and ideas			
Range of reading and level of text complexity			
Reading at Grade Level Expectation			
Writing			
Text types and purposes			
Production and publishing			
Research			
Range of writing			
Speaking/Listening			
Discussion			
Presentation of knowledge and ideas			
Language			
Conventions			
Knowledge of language			
Vocabulary			
Social Studies			
Developing Questions and Planning Inquiries	T1	T2	T3
Develops questions and plans inquiries			
Applying Disciplinary Tools and Concepts			
Civics: Institutions, participation, and representation			
Economics: Financial decision making in personal, local, national, and global settings			
Geography: Geographic representations and how they impact human populations			
History: Perspectives and informed arguments using historical sources			
Evaluating Sources and Using Evidence			
Gathers and evaluates sources			
Develops claims and uses evidence			
Communicating Conclusions and Taking Informed Action			
Communicates and critiques conclusions			
Takes informed action			
Mathematics			
Operations and Algebraic Thinking	T1	T2	T3
Uses the four operations with whole numbers to solve problems			
Gains familiarity with factors and multiples			
Generates and analyzes patterns			
Number and Operations in Base Ten			
Generalizes place value understanding for multi-digit whole numbers			
Uses place value understanding and properties of operations to perform multi-digit arithmetic			
Number and Operations-Fractions			
Extends understanding of fraction equivalence and ordering			
Builds fractions from unit fractions			
Understands decimal notation for fractions and compares decimal fractions			
Measurement and Data			
Solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit			
Represents and interprets data			
Understands concepts of angles and angle measurements			
Geometry			
Draws and identifies lines and angles and classifies shapes by properties of their lines and angles			
Science			
Physical Sciences	T1	T2	T3
Energy			
Waves: Waves and Information			
Life Sciences			
Structure, Function, and Information Processing			
Earth and Space Sciences			
Earth's Systems: Processes that Shape the Earth			
Engineering, Technology, and Applications of Science			
Engineering Design			
Physical Education			
Motor Skills	T1	T2	T3
Demonstrates competency in a variety of locomotor/nonlocomotor skills and movement patterns			
Manipulates hands/feet for proper motor movements to include throwing, kicking, and dribbling			
Movement Concepts			
Applies knowledge of movement concepts, principles, strategies, and tactics related to movement and performance			
Physical Activity			
Achieves and maintains a health-enhancing level of physical activity and fitness			
Demonstrates fitness knowledge, self-assessment, and program planning			
Personal and Social Responsibility			
Respects self and others			
Works with others and accepts feedback			
Self-Regulation and Self-Motivation			
Recognizes the value of physical activity for health, enjoyment, self-expression, and/or social interaction			
Demonstrates self-motivation for challenges, self-expression, and enjoyment			
Physical Education Teacher Comments			

Music			
Creating	T1	T2	T3
Imagines: Generates musical ideas			
Plans and Makes: Develops musical ideas			
Evaluates and Refines: Selected musical ideas			
Presents: Shares creative musical work			
Performing			
Selects: Varied musical works			
Analyzes: Structure and context of musical works			
Presents: Performs to the audience			
Rehearses, Evaluates, and Refines: Performances			
Interprets: Develops personal interpretations			
Responding			
Selects: Chooses music			
Analyzes: Structure and context of music			
Interprets: Supports interpretations of music			
Evaluates: Supports evaluations of music			
Connecting			
Synthesizes: Knowledge and personal experiences to music			
Relates: Musical ideas to deepen understanding			
Music Teacher Comments			

Spanish			
Communication	T1	T2	T3
Uses language to communicate with others			
Understands what others communicate			
Presents information, concepts, and ideas in a way that is understood			
Cultures			
Understands products, practices, and perspectives of other cultures			
Connections			
Uses information learned in other subjects in the study of Spanish			
Uses information from sources in Spanish			
Comparisons Among Languages and Cultures			
Shows an understanding of similarities, differences, and interactions across languages and cultures			
Communities			
Uses Spanish within and beyond the school setting			
Spanish Teacher Comments			

Art			
Creating	T1	T2	T3
Generates and conceptualizes artistic ideas and work			
Organizes and develops artistic ideas and work			
Refines and completes artistic work			
Presenting			
Selects, analyzes, and interprets artistic work for presentation			
Develops and refines artistic techniques and work for presentation			
Conveys meaning through the presentation of artistic work			
Responding			
Perceives and analyzes artistic work			
Interprets intent and meaning in artistic work			
Applies criteria to evaluate artistic work			
Connecting			
Synthesizes and relates knowledge and personal experiences to make art			
Relates artistic ideas and works with societal, cultural, and historical context to deepen understanding			
Art Teacher Comments			

Term 1 Teacher Comments	Term 2 Teacher Comments	Term 3 Teacher Comments
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Bethany Community School

44 Peck Road
Bethany, CT
06524-0388



Standards Based Report Card

Key for Academic Performance Codes

The following qualifiers will be used to communicate your child's level of progress and skill development in the academic areas of language arts, mathematics, science, social studies, and special classes:

4 - Exceeding Grade Level Standard

Student consistently and independently demonstrates an understanding of the knowledge and skills above what is expected at this grade level.

3 - Meeting Grade Level Standard

Student consistently demonstrates the knowledge and skills expected at this grade level. This is the goal for all students by the end of the last trimester.

2 - Progressing Toward Grade Level Standard

Student is adequately progressing toward mastery of the knowledge and skills expected at this grade level.

1 - Does Not Meet Grade Level Standard

Student is not yet demonstrating an understanding of the knowledge and skills expected at this time.

Student Information	
Student Name:	
Grade:	5
Homeroom Teacher:	
Student Number:	

Attendance	Term 1	Term 2	Term 3	Total
Days Absent				
Days Tardy				

Academic Success Habits

	T1	T2	T3
Demonstrates self-control			
Observes school and class rules			
Interacts well with others			
Works well in cooperative groups			
Respects the property of others			
Resolves conflict appropriately			
Participates and is engaged during instruction			
Follows directions			
Works without distracting others			
Works independently			
Seeks help when needed			
Shows a positive attitude			
Uses time appropriately			
Organizes self and materials			
Completes classroom assignments			
Completes homework			

S=Secure / P=Progressing

English Language Arts			
Reading	T1	T2	T3
Phonics and word recognition			
Fluency			
Key ideas and details			
Craft and structure			
Integration of knowledge and ideas			
Range of reading and level of text complexity			
Reading at Grade Level Expectation			
Writing			
Text types and purposes			
Production and publishing			
Research			
Range of writing			
Speaking/Listening			
Discussion			
Presentation of knowledge and ideas			
Language			
Conventions			
Knowledge of language			
Vocabulary			
Social Studies			
Developing Questions and Planning Inquiries	T1	T2	T3
Develops questions and plans inquiries			
Applying Disciplinary Tools and Concepts			
Civics: Institutions, participation, and representation			
Economics: Financial decision making in personal, local, national, and global settings			
Geography: Geographic representations and how they impact human populations			
History: Perspectives and informed arguments using historical sources			
Evaluating Sources and Using Evidence			
Gathers and evaluates sources			
Develops claims and uses evidence			
Communicating Conclusions and Taking Informed Action			
Communicates and critiques conclusions			
Takes informed action			

Mathematics			
Operations and Algebraic Thinking	T1	T2	T3
Writes and interprets numerical expressions			
Analyzes patterns and relationships			
Number and Operations in Base Ten			
Understands the place value system			
Performs operations with multi-digit whole numbers and with decimals to hundredths			
Number and Operations-Fractions			
Uses equivalent fractions as a strategy to add and subtract fractions			
Applies and extends previous understanding of multiplication and division to multiply and divide fractions			
Measurement and Data			
Converts like measurement units within a given measurement system			
Represents and interprets data			
Understands concepts of volume and relates volume to multiplication and addition			
Geometry			
Graphs points on the coordinate plane to solve real world and mathematical problems			
Classifies two dimensional figures into categories based on their properties			
Science			
Physical Sciences	T1	T2	T3
Structures and Properties of Matter			
Life Sciences			
Matter and Energy in Organisms and Ecosystems			
Earth and Space Sciences			
Earth's Systems			
Space Systems: Stars and the Solar System			
Engineering, Technology, and Applications of Science			
Engineering Design			

Physical Education			
Motor Skills	T1	T2	T3
Demonstrates competency in a variety of locomotor/nonlocomotor skills and movement patterns			
Manipulates hands/feet for proper motor movements to include throwing, kicking, and dribbling			
Movement Concepts			
Applies knowledge of movement concepts, principles, strategies, and tactics related to movement and performance			
Physical Activity			
Achieves and maintains a health-enhancing level of physical activity and fitness			
Demonstrates fitness knowledge, self-assessment, and program planning			
Personal and Social Responsibility			
Respects self and others			
Works with others and accepts feedback			
Self-Regulation and Self-Motivation			
Recognizes the value of physical activity for health, enjoyment, self-expression, and/or social interaction			
Demonstrates self-motivation for challenges, self-expression, and enjoyment			
Physical Education Teacher Comments			

Music			
	T1	T2	T3
Creating			
Imagines: Generates musical ideas			
Plans and Makes: Develops musical ideas			
Evaluates and Refines: Selected musical ideas			
Presents: Shares creative musical work			
Performing			
Selects: Varied musical works			
Analyzes: Structure and context of musical works			
Presents: Performs to the audience			
Rehearses, Evaluates, and Refines: Performances			
Interprets: Develops personal interpretations			
Responding			
Selects: Chooses music			
Analyzes: Structure and context of music			
Interprets: Supports interpretations of music			
Evaluates: Supports evaluations of music			
Connecting			
Synthesizes: Knowledge and personal experiences to music			
Relates: Musical ideas to deepen understanding			
Music Teacher Comments			

Spanish			
	T1	T2	T3
Communication			
Uses language to communicate with others			
Understands what others communicate			
Presents information, concepts, and ideas in a way that is understood			
Cultures			
Understands products, practices, and perspectives of other cultures			
Connections			
Uses information learned in other subjects in the study of Spanish			
Uses information from sources in Spanish			
Comparisons Among Languages and Cultures			
Shows an understanding of similarities, differences, and interactions across languages and cultures			
Communities			
Uses Spanish within and beyond the school setting			
Spanish Teacher Comments			

Art			
	T1	T2	T3
Creating			
Generates and conceptualizes artistic ideas and work			
Organizes and develops artistic ideas and work			
Refines and completes artistic work			
Presenting			
Selects, analyzes, and interprets artistic work for presentation			
Develops and refines artistic techniques and work for presentation			
Conveys meaning through the presentation of artistic work			
Responding			
Perceives and analyzes artistic work			
Interprets intent and meaning in artistic work			
Applies criteria to evaluate artistic work			
Connecting			
Synthesizes and relates knowledge and personal experiences to make art			
Relates artistic ideas and works with societal, cultural, and historical context to deepen understanding			
Art Teacher Comments			

Term 1 Teacher Comments	Term 2 Teacher Comments	Term 3 Teacher Comments
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Standards Based Report Card

Key for Academic Performance Codes

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Student consistently and independently demonstrates an understanding of the knowledge and skills above what is expected at this grade level.

3 - Meeting Grade Level Standard

Student consistently demonstrates the knowledge and skills expected at this grade level. This is the goal for all students by the end of the last trimester.

2 - Progressing Toward Grade Level Standard

Student is adequately progressing toward mastery of the knowledge and skills expected at this grade level.

1 - Does Not Meet Grade Level Standard

Student is not yet demonstrating an understanding of the knowledge and skills expected at this time.

Student Information	
Student Name:	
Grade:	6
Homeroom Teacher:	
Student Number:	

Attendance	Term 1	Term 2	Term 3	Total
Days Absent				
Days Tardy				

Academic Success Habits

	T1	T2	T3
Demonstrates self-control			
Observes school and class rules			
Interacts well with others			
Works well in cooperative groups			
Respects the property of others			
Resolves conflict appropriately			
Participates and is engaged during instruction			
Follows directions			
Works without distracting others			
Works independently			
Seeks help when needed			
Shows a positive attitude			
Uses time appropriately			
Organizes self and materials			
Completes classroom assignments			
Completes homework			

S=Secure / P=Progressing

English Language Arts			
Reading	T1	T2	T3
Key ideas and details			
Craft and structure			
Integration of knowledge and ideas			
Range of reading and level of text complexity			
Reading at Grade Level Expectation			
Writing			
Text types and purposes			
Production and publishing			
Research			
Range of writing			
Speaking/Listening			
Discussion			
Presentation of knowledge and ideas			
Language			
Conventions			
Knowledge of language			
Vocabulary			
Social Studies			
Developing Questions and Planning Inquiries	T1	T2	T3
Develops questions and plans inquiries			
Applying Disciplinary Tools and Concepts			
Civics: Institutions, participation, and representation			
Economics: Financial decision making in personal, local, national, and global settings			
Geography: Geographic representations and how they impact human populations			
History: Perspectives and informed arguments using historical sources			
Evaluating Sources and Using Evidence			
Gathers and evaluates sources			
Develops claims and uses evidence			
Communicating Conclusions and Taking Informed Action			
Communicates and critiques conclusions			
Takes informed action			
Mathematics			
Ratio and Proportional Relationships	T1	T2	T3
Understands ratio concepts and uses ratio reasoning to solve problems			
Number System			
Applies and extends previous understandings of multiplication and division to divide fractions by fractions			
Computes fluently with multi-digit numbers and finds common factors and multiples			
Applies and extends previous understandings of numbers to the system of rational numbers			
Expressions and Equations			
Applies and extends previous understandings of arithmetic to algebraic expressions			
Reasons about and solves one variable equations and inequalities			
Represents and analyzes quantitative relationships between dependent and independent variables			
Geometry			
Solves real world and mathematical problems involving area, surface area, and volume			
Statistics and Probability			
Develops understanding of statistical variability			
Summarizes and describes distributions			
Science			
Physical Sciences	T1	T2	T3
Covered in K-5 Standards			
Life Sciences			
Structure, Function, and Information Processing			
Matter and Energy in Organisms and Ecosystems			
Interdependent Relationships in Ecosystems			
Natural Selection and Adaptations			
Earth and Space Sciences			
Covered in K-5 Standards			
Engineering, Technology, and Applications of Science			
Engineering Design			
Physical Education			
Games and Movement Concepts	T1	T2	T3
Invasion and Field Games			
Net and Wall Games			
Target Games			
Striking and Fielding Games			
Self-selected performance activities beyond program			
Physical Activity			
Physical Activity and Fitness Knowledge			
Engages in Physical Activity			
Assessment and Program Planning			
Nutrition			
Stress Management			
Personal and Social Responsibility			
Personal Responsibility			
Working with Others and Accepting Feedback			
Rules, Etiquette, and Safety			
Self-Regulation and Self-Motivation			
Self-Regulation for Health and Social Interaction			
Self-Motivation for Challenges, Self-Expression, and Enjoyment			
Physical Education Teacher Comments			

Music			
Creating	T1	T2	T3
Imagines: Generates musical ideas			
Plans and Makes: Develops musical ideas			
Evaluates and Refines: Selected musical ideas			
Presents: Shares creative musical work			
Performing			
Selects: Varied musical works			
Analyzes: Structure and context of musical works			
Presents: Performs to the audience			
Rehearses, Evaluates, and Refines: Performances			
Interprets: Develops personal interpretations			
Responding			
Selects: Chooses music			
Analyzes: Structure and context of music			
Connecting			
Synthesizes: Knowledge and personal experiences to music			
Relates: Musical ideas to deepen understanding			
Music Teacher Comments			

Spanish			
Communication	T1	T2	T3
Uses language to communicate with others			
Understands what others communicate			
Presents information, concepts, and ideas in a way that is understood			
Cultures			
Understands products, practices, and perspectives of other cultures			
Connections			
Uses information learned in other subjects in the study of Spanish			
Uses information from sources in Spanish			
Comparisons Among Languages and Cultures			
Shows an understanding of similarities, differences, and interactions across languages and cultures			
Communities			
Uses Spanish within and beyond the school setting			
Spanish Teacher Comments			

Art			
Creating	T1	T2	T3
Generates and conceptualizes artistic ideas and work			
Organizes and develops artistic ideas and work			
Refines and completes artistic work			
Presenting			
Selects, analyzes, and interprets artistic work for presentation			
Develops and refines artistic techniques and work for presentation			
Conveys meaning through the presentation of artistic work			
Responding			
Perceives and analyzes artistic work			
Interprets intent and meaning in artistic work			
Applies criteria to evaluate artistic work			
Connecting			
Synthesizes and relates knowledge and personal experiences to make art			
Relates artistic ideas and works with societal, cultural, and historical context to deepen understanding			
Art Teacher Comments			

Term 1 Teacher Comments	Term 2 Teacher Comments	Term 3 Teacher Comments
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Categories Explained by Subject

English Language Arts

Reading

- **Phonological Awareness** - Manipulating and recognizing units of sound within words. Phonological awareness is about listening, hearing, and manipulating sounds and is done auditorily.
- **Print Concepts** - The idea that print carries meaning. This covers directionality, as well as letter and word awareness.
- **Phonics and Word Recognition** - Relating the sounds in spoken words to print.
- **Fluency** - Reading smoothly with appropriate speed, phrasing, and expression while noticing punctuation.
- **Key Ideas and Details** - The main ideas, themes, points, and key details in text.
- **Craft and Structure** - The literary devices, including figurative language, that the author uses to convey meaning to the reader.
- **Integration of Knowledge and Ideas** - Evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the relevance of the evidence.
- **Range of Reading and Level of Text Complexity** - Comprehending texts of steadily increasing complexity so students will eventually be able to read and comprehend the kinds of complex texts commonly found in college and careers.

Writing

- **Text Types and Purposes** - The structures of different types of writing: opinion, information, and narrative as well as why we write them.
- **Production and Publishing** - Creating clear writing for different tasks, purposes, and audiences.
- **Research** - Gathering relevant sources that are credible and integrating the information while avoiding plagiarism.
- **Range of Writing** - The ability to write routinely over long and short periods of time for many different purposes.

Speaking and Listening

- **Discussion** - Following agreed upon rules and participating in collaborative conversations.
- **Presentation of Knowledge and Ideas** - Presenting information appropriate to purpose, audience, and task so that listeners can follow the line of reasoning and the organization, development, substance, and style.

Language

- **Conventions** - The mechanical correctness of a piece of writing. Which includes spelling, capitalization, punctuation, grammar, and usage.
- **Vocabulary** - Determining and clarifying the meaning of unknown words and phrases.

Mathematics

- **Operations and Algebraic Thinking** - Solve problems involving the four operations and develop algebraic concepts.
- **Number Operation in Base Ten** - Develop and use place value understanding to solve problems.
- **Measurement and Data** - Work with concepts of time, money, measurement, and data.
- **Geometry** - Reason with shapes and their attributes.

Science

- **Physical Science** - The interactions between matter and energy.
- **Life Sciences** - The study of organisms, processes, and structures necessary for life to be sustained.
- **Earth and Space Science** - The structure, history, and changes of the earth, universe, and organisms.
- **Engineering, Technology, and Applications of Science** – The investigation of engineering design to develop and refine solutions to problems.

Social Studies

- **Developing Questions and Planning Inquiries** - The development of questions and the planning of inquiries tied to facts, concepts, and generalizations within social studies.
- **Applying Disciplinary Tools and Concepts** - The focus on the four core disciplines within social studies (civics, economics, geography, and history) students need to understand and apply as they study grade-level content.
- **Evaluating Sources and Using Evidence** - The skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support those claims.
- **Communicating Conclusions and Taking Informed Action** - Student-created products such as essays, reports, and multimedia presentations that provide opportunities to represent ideas and communicate conclusions in a variety of forms.

Physical Education

- **Motor Skills** - Demonstrates competency in a variety of locomotor/nonlocomotor skills and movement patterns. Manipulates hands/feet for proper motor movements to include throwing, kicking, and dribbling.
- **Movement Concepts** - Applies knowledge of movement concepts, principles, strategies, and tactics related to movement and performance.
- **Physical Activity** - Achieves and maintains a health-enhancing level of physical activity and fitness. Demonstrates fitness knowledge, self-assessment, and program planning.
- **Personal and Social Responsibility** - Respects self and others. Works with others and accepts feedback.
- **Self-Regulation and Self-Motivation** - Recognizes the value of physical activity for health, enjoyment, self-expression, and/or social interaction. Demonstrates self-motivation for challenges, self-expression, and enjoyment.

Music

- **Creating** - Generates, selects, and develops musical ideas. Evaluates and presents musical work.
- **Performing** - Identifies musical works for performance. Rehearses, evaluates, performs, and refines performances. Crafts personal interpretations.
- **Responding** - Chooses music for an appropriate purpose. Supports interpretations and evaluations of musical works.
- **Connecting** - Relates personal experiences to make music.

Spanish

- **Communication** - Uses language to communicate with others. Understands what others communicate. Presents information, concepts, and ideas in a way that is understood.
- **Cultures** - Understands products, practices, and perspectives of other cultures.
- **Connections** - Uses information learned in other subjects in the study of Spanish. Uses information from sources in Spanish.
- **Comparisons Among Languages and Cultures** - Shows an understanding of similarities, differences, and interactions across languages and cultures.
- **Communities** - Uses Spanish within and beyond the school setting.

Art

- **Creating** - Generates, conceptualizes, organizes, and develops artistic ideas and work. Refines and completes artistic work.
- **Presenting** - Selects, analyzes, and interprets artistic work for presentation. Develops and refines artistic techniques and work. Conveys meaning through the presentation of artistic work.
- **Responding** - Perceives, analyzes, interprets intent, and meaning in artistic work. Applies criteria to evaluate artistic work.
- **Connecting** - Synthesizes and relates knowledge and personal experiences to make art. Relates artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Frequently Asked Questions about Standards-Based Grading and Reporting

What are standards-based report cards?

On many traditional report cards, students receive one grade for reading, one for math, one for science, and so on. On a standards-based report card, each of these subject areas is divided into a list of skills and knowledge students are responsible for learning. A standards-based report card reflects student progress toward the end-of-year performance expectations for their grade level.

Goals of our standards-based report card:

1. Clarify and reinforce consistent, high expectations for all students.
2. Help teachers, students, and families focus on the standards throughout the school year.
3. Provide specific, accurate, and consistent feedback on progress toward the end of the year standards so students, families, and teachers can work together to set meaningful goals for improvement.

Why are we updating our report card?

Aligning classroom instruction, assessment, and feedback to students and families to the rigorous Common Core State Standards is essential to improving teaching and learning. The revised, PreK-6 standards-aligned report card is only one component in this effort. Other efforts include classroom assessments based on standards, student and parent conferences, and the use of common assessments. Each of these creates an opportunity for individuals and groups of teachers to reflect on student learning and their own practice, and use meaningful, standards-specific feedback to empower students and engage families in monitoring student progress and improving learning.

What does our report card look like?

You will notice that instead of a list of standards, our report card is now made up of categories in each subject. These categories come directly from the Connecticut Core Standards and will not change. In each marking period, we will prioritize standards for reporting, from these categories. **See the above grade-level report card templates.** Teachers will report on selected standards within the categories.

Why are there so many more pages?

On many traditional report cards, students receive one grade for reading, one for math, one for science, and so on. On a standards-based report card, each of these subject areas is divided into a list of skills and knowledge students are responsible for learning. This report card is comprehensive and includes a representation of all the standards we are teaching throughout the year.

Has anything changed within the Academic Success Habits section of the report card?

No. This section is the same as on our previous report card.

Why are some standards reported on the report card and not others?

As you can tell by the length of this report card, it is very comprehensive. Based on the research of parent feedback, reporting on all grade-level standards does not provide parents with valuable information about their child's learning. Instead, teachers report out on priority standards, which have been carefully chosen based on a number of criteria.

How else can I get information about my child's progress?

Keep in mind that the report card is just one way to obtain information about your child's progress. Since the report card is aligned to **end-of-the-year standards** having a conversation with your child's teacher will give you detailed information about the areas your child is excelling with and challenged by for this point in the academic year.

Why would there be an empty space?

You might notice there are some empty categories within the trimester, or even across the entire school year. There could be several reasons for this. The standards and categories increase in sophistication over time and across grade levels. Our curriculum units are set up to have a story across the year. We might not be reporting out on a particular standard within this category at this time, but would still be overtly teaching and assessing the standard. It may be that category is not required by the grade your child is in according to the Common Core State Standards, or we are not currently teaching it at this point in the year. We will teach and assess all Common Core State Standards, required by each grade level, throughout the year.

If a standard is not on the report card, does that mean it is not taught or assessed?

No. All standards are overtly taught and assessed during the course of the school year.

How do teachers determine the grades?

Teachers will determine grades using data collected from multiple common assessments. Common items are used by teachers to assess prioritized standards. However, results from common assessments are not the only data points teachers use to assign grades to students. Teachers also rely on classwork and formative assessment data collected during each trimester to inform the grades they assign on the prioritized standards.

How frequently will report cards be distributed?

Report cards will be distributed three times during the school year using a trimester timeline. The dates of the marking periods are indicated on the district calendar.

What is the difference between Curriculum, Grading, and Reporting?

The curriculum covers all of the state standards and places them in a logical scope and sequence in a year-long plan. Grading is the feedback given to students detailing the progress of grade-level standards or expectations. Teachers are reporting progress on a report card document on only the prioritized standards, which are commonly assessed across the grade level and appear on the report card at the end of a trimester.

What if my child is not meeting the standard?

Teachers will continue to reassess what part of the standard is not being met or is the area of need. Through the assessment process, teachers will administer items that will provide them with information to guide their instruction in regard to that standard. After further instruction, students will be reassessed to see if they now meet that standard. It is important to also note that **all standards are not expected to be met until the end of the school year. It would be expected to see 2's during the beginning and middle of the year.**

What if my child has a 3 one trimester and a 2 the next trimester in the same category?

Each category is attached to multiple standards. The teachers have carefully selected which standards they are reporting out on for each trimester. Your child might be proficient with a grade of a 3 in a category since they have shown they are proficient at that standard. In the next trimester, it might be a different standard in that same category that is being reported out on. Your child may not be proficient at this standard as of yet but is progressing toward proficiency, therefore they would get a grade of a 2. Even though this is the same category, it is a different standard being reported out on. If you have questions about which specific standards are being reported on within each category, please reach out to the curriculum department or your child's teacher.

How can I tell if the district's report cards are aligned with the Connecticut Standards?

Bethany Public School District's report card is aligned with the State of Connecticut's Common Core Standards. The report card features domains and grade-specific categories from the Common Core State Standards. Go to <http://ctcorestandards.org> to have full access to all of the Connecticut State Standards.

How can my child get a 4?

There are many opportunities throughout our curriculum for children to exceed the grade-level standard. We often create projects and tasks that combine several standards or increase the rigor of the standard. We look for children to apply the knowledge and skills they have acquired into new tasks across our curriculum. In order to earn a 4, the child would need to be successful at these increased rigor tasks.

What does, "Reading At Grade Level Expectation" mean?

Children develop and learn at different paces and there is a range of typical development. The report card will identify if your child is reading within grade level expectations or if they are not reading within grade level expectations at this time. The reading assessment used to determine whether a child is reading within grade-level expectations takes into consideration fluency, accuracy, and comprehension.

Why does Grade 6 Science only have grades for Life Science?

Due to the way the science curriculum is organized at the middle school we are teaching only Life Science in grade 6. Physical Sciences and Earth and Space Sciences have courses that will be taught in the middle school.