

# A FAMILY'S GUIDE TO STANDARDS-BASED REPORT CARDS

A guide for parents/guardians that explains the essential components of a standards-based teaching, learning, assessment, and reporting system

#### Dear Families,

As East Lyme Public Schools continues to improve the teaching and learning process for all students, we know that parents and families are our most valuable partners. That is why we want to provide families with a report card that provides accurate and meaningful information, particularly about student strengths and challenges as it relates to grade level expectations.

The standards-based report card is a way to clarify and reinforce consistent end of year grade level expectations for each of our students. Our standards-based report card will be shared with parents each trimester. <u>Click here</u> for scheduled dates. Parents can expect to have teacher narratives on the 2nd and 3rd Trimester Report Cards.

All report cards will be accessible through Infinite Campus. If you need assistance accessing your child's report card in infinite campus, please contact the main office of your child's school.

You can review each grade level report card by clicking on links below.

<u>K</u>
 <u>1</u>
 <u>2</u>
 3

0 4

Please utilize this guide to help you become more familiar with the new report card. If you have specific questions about the report card, please contact your child's teacher.

Thank you,

Annaliese Spaziano

#### **ELPS SAMPLE REPORT CARD GRADES K-2 (PAGE 1)**

ance in	East Lyme Grade 01 Repo 2021-2022 Page 1 of 3 formation is this area.					Student: Homeroom School:		
						- Academic		l to r
		Summary By T			2-4		: Performance Levels used dents' academic and perso	
		st	Term:		3rd Absent	stud	dents' academic and perso	onal
	1:		2n	d Tardy 0		stud		onal

		Term	
	1st	2nd	3rd
I can demonstrate problem-solving skills.			
I can demonstrate cooperation.			
I can demonstrate kindness.			
I can demonstrate respect for others.			

WORK HAB	ITS		
		Term	
	1st	2nd	3rd
I can follow directions.			
I can use time effectively.			
I can work independently.			
I can organize materials.			
I can demonstrate best effort.			

		Term	
	1st	2nd	3rd
READING LITERATURE	•		
I can ask and answer questions about key details in text. (RL.1.1)			
I can retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2)			
I can identify words and phrases that suggest feelings or appeal to the senses. (RL.1.4)			
I can compare and contrast the adventures and experiences of characters in stories. (RL.1.9)	N/A		
With help, I can read prose and poems. (RL.1.10)	N/A		

	RTS	Term	
	1st	2nd	3rd
READING INFORMATIONAL TEXT			
I can ask and answer questions about key details in a text. (RI.1.1)	N/A		
I can identify the main topic and retell key details of a text.(RI.1.2)			
I can ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)			
I can identify basic similarities and differences between two texts on the same topic. (RI.1.9)	N/A		
With help, I can read informational texts. (RI.1.10)	N/A		
WRITING			
With help, I can recall information from experiences or gather information from provided sources to answer a question. (W.1.8)			
SPEAKING & LISTENING			
I can participate in collaborative conversations with diverse partners. (SL 1.1)			
READING FOUNDATIONAL SKILLS	Constant Constant		
I can know the spelling-sound correspondences for common consonant digraphs (wh, ch, sh, th, ck). (RF 1.3a)			
I can decode regularly spelled one-syllable words. (RF 1.3b)			
I can identify final -e and common vowel team conventions for representing long vowel sounds. (RF 1.3c)	N/A	N/A	

"I CAN" statements can be found on reports cards for grades K-2. They have been developed by teachers throughout the district to help students and parents understand which strategies and skills are taught and assessed at the end of each report card period. You may also refer to these "I Can" statements as the grade level targets.

#### **ELPS SAMPLE REPORT CARD GRADES K-2 (PAGE 2)**

ENGLISH LANGUAGE A	RTS			MATHEMA	ATICS		23
		Term				Term	
	1st	2nd	3rd		1st	2nd	3rd
I can demonstrate that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RF	N/A	N/A		I can organize and understand data. (1.MD.4) GEOMETRY			
1.3d) I can decode two-syllable words following		100000		I can describe, draw and build shapes	s. N/A		
basic patterns by breaking the words into syllables. (RF 1.3e)	N/A	N/A		(1.G.1) I can divide shapes into parts. (1.G.3) MATH FACTS	201711733		
I can read words with inflectional endings (- ing, -ed, -s). (RF 1.3f)	N/A	N/A		I can fluently add within 10. I can fluently subtract within 10.			
I can recognize and read grade-appropriate irregularly spelled words. (RF 1.3g)			1				
I can read grade-level texts and understand				SOCIAL STI	UDIES	T	
what I read. (RF 1.4a) I can read grade-level texts orally with			u <sub>p</sub>	N/A" will indicate not	1st	Term 2nd	3rd
accuracy, appropriate rate, and expression on repeated readings. (RF 1.4b)					s and	Zilu	310
I can confirm that the words I read are correct or self-correct when they are					stions.		
not, and understand them, rereading as necessary. (RF 1.4c)				SCIENC	CE	T	
LANGUAGE					1st	Term 2nd	3rd
I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling				I can understand grade level concepts vocabulary.	17.75	Ziiu	310
when writing. (L 1.2)							
I can determine or clarify the meaning of		_					-
unknown and multiple-meaning words and				Each standard has the			
I can determine or clarify the meaning of unknown and multiple-meaning words and phrases. (L 1.4) I can demonstrate understanding of word				Each standard has the reporting code. The co	de indicat	es the	
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# **ELPS SAMPLE REPORT CARD GRADES K-2 (PAGE 3)**

	Grad	de 01 R	eport C	ard 202	21-2022 for E	Page 3 of 3
			.50			-
	LIBRARY MEDIA					
			Term			
	I can demonstrate grade level skills and	1st	2nd	3rd		
	concepts.					
	I give my best effort.					
	I demonstrate appropriate behavior.					
	COMMENT					
	Comment		Term			
		1st	2nd	3rd		
	Teacher Comments					
Th	nis section will contain teacher					
comm	ents about the individual student					
	ents about the mairidan staden					

# **ELPS SAMPLE REPORT CARD GRADES 3-4 (PAGE 1)**

Student consistently demonstrates an independent understanding of the standard, concepts and skills at this time.  Socre 3 SUCHAL/PERSONAL DEVELOPMENT  SOCIAL/PERSONAL DEVELOPMENT  Term 1st 2nd 3rd  Demonstrates problem-solving skills  Demonstrates sproblem-solving skills  Demonstrates sproblem-solving skills  NA  SOCIAL/PERSONAL DEVELOPMENT  Term Demonstrates problem-solving skills  Demonstrates problem-solving skills  Demonstrates problem-solving skills  Demonstrates sproblem-solving skills  Demonstrates problem-solving skills  Demonstrates sproblem-solving skills  Demonstrates sproblem-solving skills  Demonstrates sproblem-solving skills  Demonstrates sproblem-solving skills  Demonstrates problem-solving skills  Demonstrates problem-solving skills  Demonstrates independently and proficiently, (RL 3.10)  READING INFORMATIONAL TEXT  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers, (RI 3.1)  Determine the main idea of a text; recount the key details and explain how they support the main idea of a text; recount the key details and explain how they support the main idea of a text; recount the key details and explain how they support the main idea (RI 3.9)  Determine the main idea of a text; recount the key details and explain how they support the main idea (RI 3.9)  Determine the main idea of a text; recount the key details and explain how they support the main idea (RI 3.9)  Read and comprehend information from prints and key details presented in two texts on the same topic, (RI 3.10)  Read and comprehend information from print and digital sources. (W3.8)  PRAINING (RI 3.10)  PRAINING (RI 3.10)  Read and comprehend information from print and digital sources. (W3.8)  SPEAKING & LISTENING  Engage effectively in a range of collaborative discussions wi	inform	f2					Homeroom: School:				
Absent Tardy Absen		area.	erm:								
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Academic Performance Level for Elementary GR 2-4 21-22  Academic Performance Level for Elementary GR 2-4 21-22  Sudent consistently demonstrates an independent understanding of the standard, concepts and skills at this time.  Socre 3  SOCIAL/PERSONAL DEVELOPMENT  Term  1st 2nd 3rd  Demonstrates robered for others  Demonstrates respect for others  NORK HABITS  Term  1st 2nd 3rd  WORK HABITS  Term  1st 2nd 3rd  Demonstrates self-control  WORK HABITS  Term  1st 2nd 3rd  Demonstrates self-control  Demonstrates self-control  Demonstrates self-control  Demonstrates self-control  Term  1st 2nd 3rd  Demonstrates self-control  Demonstrates respect for others  Demonstrates self-control  Determine the main idea of a text. recount the key details and explain how they support the main idea of a text. recount the key details and explain how they support the main idea of a text. recount the key details and explain how they support the main idea of a text. recount the key details and explain how they support the main idea of a text. recount the key details and explain how they support the main idea of a text. recount the key details because of the support of the standard at this time.  Determine the meaning of self-control of text. recount the key details and explain how they support the main idea of a text. recount the key details in the self-control of text. recount the key details in the self-control of text. recount the work of the support of text. recount in two texts on the same topic. (RI 3.9)  N/A  Determine the meaning of words and how they	Ab	sent Tardy	Absent		Tardy	Absent	ucv	лорі	Hent	arc u	CHIIC
Academic Performance Level for Elementary GR 2-4 21-22  Name  Student consistently demonstrates an independent understanding of the standard, concepts and skills at this time.  Score 3  SOCIAL/PERSONAL DEVELOPMENT  Term  Sommonstrates problem-solving skills  Permonstrates respect for others  Demonstrates self-control  WORK HABITS  WORK HABITS  Term  Te							0				
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SOCIAL/PERSONAL DEVELOPMENT  Term  Demonstrates problem-solving skills Demonstrates problem-solving skills Demonstrates cooperation Demonstrates kindness Demonstrates kindness Demonstrates self-control Demonstrates self-contro	Name	MEETS: Student consistently demonstrates an independent understanding of the standard	Stude indep	APPROA ent is ap endent u e standa	ACHING: proaching an understanding ard, concepts	NOT YET I Student do demonstrate a understanding	MEETING: bes not yet n independent of the standard,	1	Not an ap	pplicable	2
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istinguishing literal from nonliteral N/A N/A READING FOUNDATIONAL SKILLS											
	distingu	ishing literal from nonliteral	N/A	N/A							
Read with sufficient accuracy and fluency to support comprehension. (RF 3.4)	languag	e. (RL3.4)						cy to			

# **ELPS SAMPLE REPORT CARD GRADES 3-4 (PAGE 2)**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  (L3.2) SCIENCE	3rd
1st 2nd 3rd  LANGUAGE Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  (L3.2)  1st 2nd 3rd  Understands grade level concepts and vocabulary  Makes observations and asks questions  SCIENCE	3rd
LANGUAGE  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  (L3.2)  Understands grade level concepts and vocabulary  Makes observations and asks questions  SCIENCE	
of standard English capitalization, punctuation, and spelling when writing. (L3.2) SCIENCE	
(L3.2) SCIENCE	
Determine or elective manning of	
unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (L3.4)  Understands grade level concepts and vocabulary	3rd
Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L3.5)  N/A  N/A	
Acquire and use accurately grade-	
appropriate conversational, general Term	2.1
academic, and domain-specific words and phrases. L3.6 Demonstrates grade level computer skills	3rd
Uses device responsibly	
MATHEMATICS Gives best effort	
Term Demonstrates appropriate behavior	
1st 2nd 3rd  OPERATIONS & ALGEBRAIC THINKING ART	
Represent and solve problems involving Term	
multiplication. (3.0A.A)	3rd
Represent and solve problems involving division. (3.OA.A)  Demonstrates grade level skills	
Understand properties of multiplication and	
	+
division. (3.OA.B)  Use strategies to multiply and divide within 100. (3.OA.C)  Demonstrates appropriate behavior  Student performance levels are reported	
Use strategies to multiply and divide within 100. (3.OA.C)  Student performance levels are reported standards within STRANDS of each content patterns in arithmetic. (3.OA.D)	
division. (3.O.A.B)  Use strategies to multiply and divide within 100. (3.O.A.C)  Solve problems involving the four operations, and identify and explain patterns in arithmetic. (3.O.A.D)  NUMBER & OPERATIONS IN BASE TEN	
Demonstrates appropriate behavior  Use strategies to multiply and divide within 100. (3.O.A.C)  Student performance levels are reported standards within STRANDS of each content operations, and identify and explain patterns in arithmetic. (3.O.A.D)  NUMBER & OPERATIONS IN BASE TEN Use place value understanding and properties of operations to perform multidigit arithmetic. (3.NBT.A)  Demonstrates appropriate behavior  Student performance levels are reported standards within STRANDS of each content operations, and identify and explain patterns in arithmetic. (3.O.A.D)  Use place value understanding and properties of operations to perform multidigit arithmetic. (3.NBT.A)	
division. (3.OA.B)  Use strategies to multiply and divide within 100. (3.OA.C)  Solve problems involving the four operations, and identify and explain patterns in arithmetic. (3.OA.D)  NUMBER & OPERATIONS IN BASE TEN Use place value understanding and properties of operations to perform multidigit arithmetic. (3.NBT.A)  NUMBER & OPERATIONS-FRACTIONS  Demonstrates appropriate behavior  Student performance levels are reporter standards within STRANDS of each content of the standards within STRANDS of each co	nt area
Demonstrates appropriate behavior  Student performance levels are reporter  Solve problems involving the four operations, and identify and explain patterns in arithmetic. (3.OA.D)  NUMBER & OPERATIONS IN BASE TEN   Use place value understanding and properties of operations to perform multidigit arithmetic. (3.NBT.A)  NUMBER & OPERATIONS-FRACTIONS  Develop understanding of fractions as N/A  Develop understanding of fractions as N/A  Term	nt area
Demonstrates appropriate behavior  Student performance levels are reporter  Solve problems involving the four operations, and identify and explain patterns in arithmetic. (3.OA.D)  NUMBER & OPERATIONS IN BASE TEN  Use place value understanding and properties of operations to perform multidigit arithmetic. (3.NBT.A)  NUMBER & OPERATIONS-FRACTIONS  Demonstrates appropriate behavior  Student performance levels are reporter standards within STRANDS of each content of each conte	nt area
Demonstrates appropriate behavior  Student performance levels are reporter  Standards within STRANDS of each content  Demonstrates grade level skills  Understands grade level concepts  Understands grade level concepts  Gives best effort  Demonstrates appropriate behavior  Demonstrates grade level concepts  Gives best effort  Demonstrates appropriate behavior  Demonstrates grade level concepts  Five best effort  Demonstrates appropriate behavior  Demonstrates appropriate behavior  Strands grade level concepts  Five best effort  Demonstrates appropriate behavior  Demonstrates appropriate behavior  Strands are made up of a collection of STAN  Strands are made up of a collection of STAN	area
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#### Frequently Asked Questions

- 1. Should I be concerned if my child is receiving a "1" during one of the earlier trimesters?
  - No, based upon the rigor of the Common Core State Standards, it is not expected for children to master all components of the standards until the end of the school year.
- 2. Will the family guide be available on the East Lyme Public School's website?
  - Yes, the family report card guide is accessible on the district website.
- 3. How does a standards-based report card help parents?
  - They create an environment for open and detailed discussions between parents and teachers with the focus on student achievement.
  - They provide the added benefit of keeping teachers and parents focused on student learning goals from the very beginning of the year.
  - > They paint a clearer picture for parents on how their students are currently meeting grade level expectations.
- 4. Why are some boxes shaded gray with an N/A?
  - ➤ Boxes that are grayed out that are marked with an N/A are standards that are not a focus area of the trimester at that time. It does not necessarily mean that those standards are not taught as there may be certain skills that are being introduced over time; however, they are standards that are not yet ready to be assessed during that trimester.
- 5. Are all students going to be receiving a standards-based report card?
  - Yes, for students with accommodations, the content standards remain the same but the method and strategies we use to get them there, differs.
  - For all students with an IEP, a supplemental progress report will be provided outlining what is contained in the goals and objectives and progress toward their achievement.
- 6. Who should I contact if I have questions about the standards-based report card?
  - For help regarding the report card please contact your child's teacher.
- 7. What Student Evidence Determines Grades?
  - As students work toward achieving grade level expectations in all curriculum areas, teachers carefully consider the following in determining progress in all academic and special areas:
    - o A collection of work overtime
    - o Daily written or oral tasks
    - o Application of skills
    - o Formative and Summative Assessments

- 8. How Are Standards-Based Report Cards Different from Traditional Report Cards?
  - On a standards-based report card, each of the subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate performance level score for each standard. The achievement performance level indicates a child's progress toward meeting specific grade-level standards. The student's effort is reported separately from his or her achievement level.
- 9. What does the code after each standard mean?
  - Each standard has the corresponding reporting code taken from the <u>Common Core State Standards</u>. The code indicates the strand, grade & corresponding standard number. For example:
  - English Language Arts: Ask and answer questions about key details in a text (RL1.1)
    - o RL=Reading Literacy
    - o 1=Grade Level
    - o 1=Standard Number
- 10. Will I receive a printed copy of my child's report card?
  - All report cards will be accessible through Infinite Campus. Click the link below for a short video on how to access your parent portal in infinite campus.
    - o Elementary Student Report Card.mp4 Google Drive
  - ➤ If you still need assistance accessing your child's report card, please contact the main office of your child's school.
  - ➤ If you need assistance accessing your infinite campus account, please email: stacey.muscarella@elpsk12.org

#### **Glossary**

- Academic Performance Levels & Descriptors: Student progress toward meeting the standard is scored with a 1-3 scale. Early in the year, students strive to approach (2) the standard with the expectation of reaching the meets (3) level by the end of the year. The final score reflects the student's actual achievement of the standard.
- Common Core State Standards: The Common Core State Standards (CCSS) are high-quality, rigorous standards adopted by Connecticut along with most other states. Part of a national movement, CCSS provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. (http://www.corestandards.org/). Designed to develop twenty-first century, globally competitive students, the CCSS were carefully constructed using evidence-based research.
- Standards-Based Grading: Grades represent student progress toward meeting standards. Grades are a description of what students know and can do. Standards-based grades are not an average of test and

assignment scores. They are an indicator of a student's progress toward mastery of the assessed standard. Scoring levels with performance descriptors are used to describe a student's progress toward mastery of the assessed standard. Work habits, such as effort, are assessed separately from academic content.