



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

East Lyme Public Schools

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. [Click here](#) 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.

- [K](#)
- [1](#)
- [2](#)
- [3](#)
- [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)

East Lyme
Grade 01 Report Card
2021-2022
Page 1 of 3

Student: _____
Homeroom: _____
School: _____

Attendance information is reported in this area.

Attendance Summary By Term:

1st		2nd		3rd	
Absent	Tardy	Absent	Tardy	Absent	Tardy
0	0	0	0	0	0

Academic Performance Levels used to report students' academic and personal development are defined here.

Academic Performance Level for Elementary K-1 21-22

Name	MEETS: Student consistently demonstrates an understanding of the standard, concepts and skills at this time.	APPROACHING: Student is approaching an understanding of the standard, concepts and skills at this time.	NOT YET MEETING: Student does not yet demonstrate an understanding of the standard, concepts and skills at this time.	NOT APPLICABLE: Not an applicable standard at this time.
Score	3	2	1	NA

SOCIAL/PERSONAL DEVELOPMENT

	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 HABITS

	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.			

ENGLISH LANGUAGE ARTS

	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		

ENGLISH LANGUAGE ARTS

	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			
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 ARTS			
	Term		
	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 1.3d)	N/A	N/A	
I can decode two-syllable words following basic patterns by breaking the words into syllables. (RF 1.3e)	N/A	N/A	
I can read words with inflectional endings (-ing, -ed, -s). (RF 1.3f)	N/A	N/A	
I can recognize and read grade-appropriate irregularly spelled words. (RF 1.3g)			
I can read grade-level texts and understand what I read. (RF 1.4a)			
I can read grade-level texts orally with accuracy, appropriate rate, and expression on repeated readings. (RF 1.4b)			
I can confirm that the words I read are correct or self-correct when they are not, and understand them, rereading as necessary. (RF 1.4c)			
LANGUAGE			
I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L 1.2)			
I can determine or clarify the meaning of unknown and multiple-meaning words and phrases. (L 1.4)			
I can demonstrate understanding of word relationships and meanings. (L 1.5)			
I can use words and phrases acquired through conversations, reading, being read to, and responding to texts. (L 1.6)			

MATHEMATICS			
	Term		
	1st	2nd	3rd
I can organize and understand data. (1.MD.4)			
GEOMETRY			
I can describe, draw and build shapes. (1.G.1)	N/A		
I can divide shapes into parts. (1.G.3)	N/A		
MATH FACTS			
I can fluently add within 10.			
I can fluently subtract within 10.			

SOCIAL STUDIES			
	Term		
	1st	2nd	3rd
I can understand the concepts and			
I can answer questions.			

SCIENCE			
	Term		
	1st	2nd	3rd
I can understand grade level concepts and vocabulary.			
I can make observations and ask questions.			

MATHEMATICS			
	Term		
	1st	2nd	3rd
OPERATIONS & ALGEBRAIC THINKING			
I can use strategies to solve addition word problems. (1.OA.1)			
I can use strategies to solve subtraction word problems. (1.OA.1)			
I can solve word problems by adding 3 whole numbers. (1.OA.2)	N/A		
I can use strategies to add and subtract within 20. (1.OA.6)			
I can tell the missing number in an addition or subtraction problem. (1.OA.8)	N/A		
NUMBER & OPERATIONS IN BASE TEN			
I can count to 120. (1.NBT.1)			
I can tell how many tens and how many ones are in a number. (1.NBT.2)	N/A		
I can compare two-digit numbers using <, =, and >. (1.NBT.3)	N/A		
I can use place value to add and subtract within 100. (1.NBT.4)			
MEASUREMENT & DATA			
I can tell the length of an object using whole numbers. (1.MD.2)	N/A		
I can tell and write time in hours and half-hours using a clock. (1.MD.3)	N/A		

ART			
	Term		
	1st	2nd	3rd
I can demonstrate grade level skills.			
I can understand grade level concepts.			
I give my best effort.			
I demonstrate appropriate behavior.			

I can understand grade level concepts.			
I give my best effort.			
I demonstrate appropriate behavior.			

PHYSICAL EDUCATION			
	Term		
	1st	2nd	3rd
I demonstrate appropriate behavior.			
I give my best effort.			

“N/A” will indicate not applicable at this time.

Each standard has the corresponding reporting code. The code indicates the strand and corresponding standard number. See FAQ for more information.

Student performance levels are reported by standards within STRANDS of each content area.

Strands are made up of a collection of STANDARDS.

ELPS SAMPLE REPORT CARD GRADES K-2 (PAGE 3)

Grade 01 Report Card 2021-2022 for E

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LIBRARY MEDIA			
	Term		
	1st	2nd	3rd
I can demonstrate grade level skills and concepts.			
I give my best effort.			
I demonstrate appropriate behavior.			

COMMENT			
	Term		
	1st	2nd	3rd
Teacher Comments			

This section will contain teacher comments about the individual student.

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

East Lyme
Grade 03 Report Card
2021-2022
Page 1 of 2

Student: _____
Homeroom: _____
School: _____

Attendance information is reported in this area.

Attendance Summary By Term:

1st		2nd		3rd	
Absent	Tardy	Absent	Tardy	Absent	Tardy
		0	0	0	0

Academic Performance Levels used to report students' academic and personal development are defined here.

Academic Performance Level for Elementary GR 2-4 21-22

Name	MEETS: Student consistently demonstrates an independent understanding of the standard, concepts and skills at this time.	APPROACHING: Student is approaching an independent understanding of the standard, concepts and skills at this time.	NOT YET MEETING: Student does not yet demonstrate an independent understanding of the standard, concepts and skills at this time.	NOT APPLICABLE: Not an applicable standard at this time.
	3	2	1	NA

SOCIAL/PERSONAL DEVELOPMENT

	Term		
	1st	2nd	3rd
Demonstrates problem-solving skills			
Demonstrates cooperation			
Demonstrates kindness			
Demonstrates respect for others			
Demonstrates self-control			

WORK HABITS

	Term		
	1st	2nd	3rd
Follows directions			
Uses time effectively			
Works independently			
Organizes materials			
Demonstrates best effort			
Participates in class discussions			

ENGLISH LANGUAGE ARTS

	Term		
	1st	2nd	3rd
READING LITERATURE			
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RI 3.1)			
Recount stories, determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (RI 3.2)	N/A		
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (RI.3.4)	N/A	N/A	

ENGLISH LANGUAGE ARTS

	Term		
	1st	2nd	3rd
Read and comprehend literature 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)	N/A		
Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI 3.2)	N/A		
Determine the meaning of general academic and domain-specific words and phrases. (RI 3.4)	N/A		
Compare and contrast the most important points and key details presented in two texts on the same topic. (RI 3.9)	N/A	N/A	
Read and comprehend informational texts, including history/social studies, science, and technical texts, independently and proficiently. (RI 3.10)			
WRITING			
In writing, recall information from experiences or gather information from print and digital sources. (W3.8)			
Take brief notes on sources and sort evidence into provided categories. (W3.8)			
SPEAKING & LISTENING			
Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly. (SL3.1)			
READING FOUNDATIONAL SKILLS			
Read with sufficient accuracy and fluency to support comprehension. (RF 3.4)			

"N/A" will indicate not applicable at this time.

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

ENGLISH LANGUAGE ARTS			
	Term		
	1st	2nd	3rd
LANGUAGE			
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.3.2)			
Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (L.3.4)	N/A		
Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.3.5)	N/A	N/A	
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases. L.3.6			

MATHEMATICS			
	Term		
	1st	2nd	3rd
OPERATIONS & ALGEBRAIC THINKING			
Represent and solve problems involving multiplication. (3.OA.A)			
Represent and solve problems involving division. (3.OA.A)	N/A		
Understand properties of multiplication and the relationship between multiplication and division. (3.OA.B)	N/A		
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 multi-digit arithmetic. (3.NBT.A)			
NUMBER & OPERATIONS-FRACTIONS			
Develop understanding of fractions as numbers. (3.NF.A)	N/A		
MEASUREMENT & DATA			
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. (3.MD.A)			
Represent and interpret data. (3.MD.B)	N/A		
Geometric measurement: understand concepts of area and relate area to multiplication and to addition. (3.MD.C)	N/A		
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. (3.MD.D)	N/A		
GEOMETRY			
Reason with shapes and their attributes. (3.G.A)	N/A		
MATH FACTS			
Fluently add within 100			
Fluently subtract within 100			
Fluently multiply within 100	N/A		
Fluently divide within 100	N/A		

SOCIAL STUDIES			
	Term		
	1st	2nd	3rd
Understands grade level concepts and vocabulary			
Makes observations and asks questions			

SCIENCE			
	Term		
	1st	2nd	3rd
Understands grade level concepts and vocabulary			
Makes observations and asks questions			

TECHNOLOGY EDUCATION			
	Term		
	1st	2nd	3rd
Demonstrates grade level computer skills			
Uses device responsibly			
Gives best effort			
Demonstrates appropriate behavior			

ART			
	Term		
	1st	2nd	3rd
Demonstrates grade level skills			
Understands grade level concepts			
Gives best effort			
Demonstrates appropriate behavior			

Student performance levels are reported by standards within STRANDS of each content area.

Demonstrates grade level skills			
Understands grade level concepts			
Gives best effort			
Demonstrates appropriate behavior			

PHYSICAL EDUCATION			
	Term		
	1st	2nd	3rd

Strands are made up of a collection of STANDARDS.

LIBRARY MEDIA			
	Term		
	1st	2nd	3rd
Demonstrates grade level skills and concepts			
Gives best effort			
Demonstrates appropriate behavior			

COMMENT			
	Term		
	1st	2nd	3rd
Teacher Comments			

This section will contain teacher comments about the individual student.

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:
 - A collection of work overtime
 - Daily written or oral tasks
 - Application of skills
 - 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 [Common Core State Standards](#). 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)
 - RL=Reading Literacy
 - 1=Grade Level
 - 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.
 - [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.