

Bethany Public Schools



Report Card Handbook

Grades K-6

2024 - 2025

Dear Bethany Community School Families,

We hope you and your family have enjoyed the fall and the beginning of the 2024-2025 school year.

The purpose of this handbook is to provide you with information regarding how grades are reported at Bethany Community School. We understand that families may not be familiar with standards based report cards so we wanted to share a resource with you to help you understand how your child is performing.

Appearance

The report card identifies domains and categories for each subject area. These domains and categories come directly from the standards and will not change throughout the year. During each marking period, standards will be prioritized for the purpose of reporting.

Empty Spaces

You will also notice empty spaces/categories within the trimesters. Please know that all standards are overtly taught and assessed during the course of the school year, however, when they are prioritized at each grade level.

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Sincerely,

Bethany Public Schools K-6 Curriculum Leadership Team

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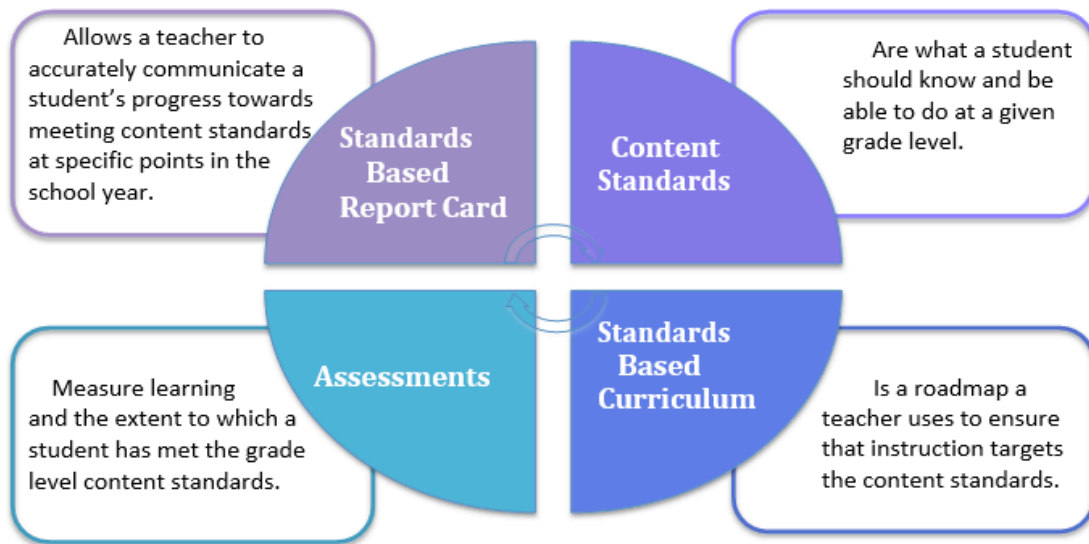
Rationale for a Standards-Based System

Traditional Systems Versus Standards-Based System

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 K-6 standards-based 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, 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 a standards-based system:

TRADITIONAL SYSTEMS	STANDARDS-BASED SYSTEMS
<ul style="list-style-type: none"> Major subjects listed by name only 	<ul style="list-style-type: none"> Content standards and grade-level indicators define major subjects Standards 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 system Criteria often unclear or assumed to be known 	<ul style="list-style-type: none"> Criterion-referenced standards and goals Publicly published criteria/targets
<ul style="list-style-type: none"> Uncertain mix of achievement/ attitude/ effort/ behavior Includes group scores 	<ul style="list-style-type: none"> Progress toward standards mastery Individual 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 “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 are 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 Cards by Grade Level and Trimester:

(Click on a grade level below, to access the standards being reported out this Trimester)

- [Kindergarten Trimester 1 - Reported Standards](#)
- [Grade 1 Trimester 1 - Reported Standards](#)
- [Grade 2 Trimester 1 - Reported Standards](#)
- [Grade 3 Trimester 1 - Reported Standards](#)
- [Grade 4 Trimester 1 - Reported Standards](#)
- [Grade 5 Trimester 1 - Reported Standards](#)
- [Grade 6 Trimester 1 - Reported Standards](#)

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.
- **Numbers and Operations 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.

Design Lab

- **Empowered Learner** - Demonstrates competency in setting technology learning goals and choosing appropriate tools to accomplish goals.
- **Digital Citizen** - Recognizes the rights and responsibilities of living, learning, and working in a digital world and acts in ways that are safe, legal, and ethical.
- **Knowledge Constructor** - Accesses a variety of resources using digital and non-digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences.
- **Innovative Designer** - Uses a variety of resources to identify and solve problems by creating new, useful, or imaginative solutions and products.
- **Computational Thinker** - Develops and employs strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- **Creative Communicator** - Communicates and creatively expresses themselves using digital platforms and media appropriate to their goals.
- **Global Collaborator** - Uses digital tools to enrich their learning by collaborating with others

and working effectively in teams.

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 **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 end of the year standards so students, families, and teachers can work together to set meaningful goals for improvement.

Why do we use a standards based 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 the purposes of reporting, from these categories.

See the above grade level report card templates. Teachers will report out 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 representation for all the standards we are teaching throughout the year.

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 research of parent feedback, reporting out 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 addresses 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 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 the district's report cards are aligned to the Connecticut Standards?

Bethany Public Schools' new report card is aligned to 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 opportunities throughout our curriculum for children to exceed 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 End of Year Grade Level" mean?

Our report card is aligned to **end of the year standards**. This means the reading at grade level category is based on the child's ability to read and comprehend text at an **end of the year level**. We use many assessments to determine if your child is meeting the **end of the year** reading expectation. Your child's teacher can provide additional information on the types of reading behaviors your child is displaying at this point in the year.

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.

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