

**Center School**

**Standards-Based**

**Report Cards**

**Grades K-3**

**Handbook**

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Dear Parents/Guardians,

As Center School continues to improve teaching and learning for all students, we know that parents and families are our most valuable partners. Over the past few years, our district and school have adopted the CT Common Core State Standards. The new standards-based report card now aligns to the standards being taught in the classroom.

Like teachers, parents need accurate and meaningful information; particularly information about student strengths and challenges in performing to high expectations; to better understand and support student learning. Standards describe what a student should know and be able to do at each grade level in all subjects. The report card will provide valuable information on your child's performance to the standards, from basic to advanced levels. The report card also provides information on your child's work habits, behavior, and effort.

The standards-based report card is helpful in many ways. First, it clarifies and reinforces consistent, high expectations for all students. Second, the report card helps teachers, students, and families focus on the standards throughout the school year. Finally, and most importantly, the new report card provides specific feedback on progress made to the standards so students, families, and teachers can work together to set meaningful goals for improvement.

This Parent Handbook provides information about the standards-based report card including frequently asked questions and additional background information, a description of proficiency levels, further detail on the content area standards included on the report card, and a list of additional resources for parents.

We hope you find the Parent Handbook and the standards-based report card system helpful. Please feel free to contact your child's school or teacher if you have questions or concerns.

Sincerely,

Center School Report Card Committee

## *Overview of Standards-Based Reporting System*

### *What Is Standards-Based Grading?*

Standards-based grading is a method for teachers to measure how students are doing in meeting the learning goals for their grade as determined by **Connecticut State Standards**. Learning goals, sometimes called learning standards, are the academic skills your child should know or be able to do for his grade level by the end of the school year.

Standards-based report cards give a grade for each learning goal, so students receive multiple grades in each subject area. In first grade math, for example, you will see the subject broken into several categories, such as Numbers and Operations in Base Ten or Measurement and Data. Under each category, you will see a list of math standards your child should be able to complete by the end of the school year.

Under each standard, the district has identified specific grade-level expectations that should be mastered in each subject. For example, although a standard in math would be consistent across the K-6 grade levels, a kindergarten student would have different grade-level expectations than a third grade student for meeting that standard. Additionally, that kindergarten student would have different grade-level expectations to master that same standard in the Spring Trimester than he/she had in the Fall Trimester. The standards-based report card reflects the expectations embedded within the district's curriculum and assessments. This tool is designed to measure your child's current level of performance in comparison to a common standard of performance. This allows parents to better understand how their child is actually performing relative to identified grade-level expectations for each trimester.

***Modified Grade Level Expectations  
(Special Education/504 Plans)***

All students must be graded according to grade level priority standards, in line with their peers, on the grade level progress reports and final report card. Proficiency levels given in the new standards-based reporting system must be based on expectations for that grade level.

Students who have an IEP or Individualized Education Plan or a Section 504 Accommodation Plan, may require modifications to the grade level objectives in one or more of the content areas. This means that the grade level objectives for this student will be different from the objectives for the other students in that grade.

Teachers should refer to their child's IEP/Section 504 Plan and/or ask the student's special education teacher to collaborate when determining how the grade level objectives need to be modified for each student. The intent of a modified grade level objective is to give a more accurate report of a student's individual progress and academic achievement, even though he or she may not be achieving the grade level objectives.

The goal is to have all students strive toward achieving the grade level objectives/standards, but also to acknowledge that due to the impact of a disability, modifications may have been made to the objectives for this particular student.

### *Description of Grading Indicators*

<b>Indicator</b>	<b>Description</b>
<b>E</b>	<p><b>Exceeds:</b> Student is exceeding the expected grade level standard, demonstrating an in-depth understanding of concepts and skills taught, exceeding the required performance.</p> <p><i>How can I think about it?</i> When making a paper airplane, the student gathers the necessary materials and understands how to make it, and decides to make adjustments to promote better flying capabilities. The student understands the directions, but goes above and beyond of what was asked of him/her.</p>
<b>M</b>	<p><b>Meets:</b> Student is meeting the expected grade level standard, independently demonstrating an understanding of concepts and skills taught.</p> <p><i>How can I think about it?</i> When making a paper airplane, the student gathers the necessary materials to make it, and successfully follows through the steps to independently make the paper airplane.</p>
<b>P</b>	<p><b>Progressing:</b> Student is progressing toward the expected grade level standard and developing an understanding of concepts and skills taught with support.</p> <p><i>How can I think about it?</i> When making a paper airplane, the student gathers the necessary materials to make it, begins the process, but requires assistance with following one or more steps of the process.</p> <p><i>This indicator will only apply to Trimester 1 and Trimester 2 Report Cards.</i></p>
<b>NM</b>	<p><b>Not Met:</b> Student has not yet met the expected grade level standard, demonstrating limited progress toward grade level standard.</p> <p><i>How can I think about it?</i> When making a paper airplane, the student gathers the necessary materials to make it, but does not know what to do with the materials and is unable to follow the steps of the process.</p> <p><i>This indicator will only apply to Trimester 3 Report Cards.</i></p>
<b>NA</b>	<p><b>Not Assessed:</b> An NA indicates an area of focus that has not been assessed at this time of year. While some learning standards will be addressed throughout the entire year, others will be phased in as the year progresses.</p>

## *Kindergarten Academic Standards*

*By the end of the school year, Center School kindergarten students should be able to demonstrate the following standards. Teachers use a variety of data to evaluate a student's progress towards meeting these standards. Listed below are the standards students need to master by the end of the year.*

<b>Language Arts</b>	<b>Math</b>
<p><b>Reading Foundational Skills</b> <i>Students will independently:</i></p> <ul style="list-style-type: none"><li>● Follow words from left to right, top to bottom, and page by page</li><li>● Recognize and print all letters and correlated sounds</li><li>● Segment and blend CVC words (consonant, vowel, consonant)</li><li>● Identify initial and end sounds of words</li><li>● Automatically read grade appropriate high frequency words</li></ul> <p><b>Reading for Understanding</b> <i>With support, students will:</i></p> <ul style="list-style-type: none"><li>● Ask and answer questions about details in a text</li><li>● Retell a story</li><li>● Identify characters, settings, and events</li><li>● Make connections between characters, events, or ideas</li><li>● Understand the role of the author and illustrator</li><li>● Use illustrations and words to deepen understanding of texts</li><li>● Maintain focus to develop stamina during Reader's Workshop</li><li>● Actively engage in partnerships/small group work</li></ul> <p><b>Writing:</b> <i>Students will independently:</i></p> <ul style="list-style-type: none"><li>● Draw, dictate, and write narrative, informational, and opinion pieces</li><li>● Maintain focus and stamina during Writer's Workshop</li><li>● Identify and use punctuation, appropriate spacing</li><li>● Use a capital letter at the beginning of a sentence and when using the pronoun I</li></ul> <p><b>Speaking and Listening</b> <i>Students will independently:</i></p> <ul style="list-style-type: none"><li>● Effectively engage in conversations and express ideas clearly</li></ul>	<p><b>Counting and Cardinality</b> <i>Students will:</i></p> <ul style="list-style-type: none"><li>● Know number names and the count sequence.</li><li>● Count to tell the number of objects.</li><li>● Compare numbers.</li></ul> <p><b>Operations and Algebraic Thinking</b> <i>Students will:</i></p> <ul style="list-style-type: none"><li>● Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</li></ul> <p><b>Number and Operations in Base Ten</b> <i>Students will:</i></p> <ul style="list-style-type: none"><li>● Work with numbers 11-19 to gain foundations for place value.</li></ul> <p><b>Measurement and Data</b> <i>Students will:</i></p> <ul style="list-style-type: none"><li>● Describe and compare measurable attributes.</li><li>● Classify objects and count the number of objects in each category</li></ul> <p><b>Geometry</b> <i>Students will:</i></p> <ul style="list-style-type: none"><li>● Identify and describe shapes.</li><li>● Analyze, compare, create, and compose shapes</li></ul>

## *First Grade Academic Standards*

*By the end of the school year, Center School first grade students should be able to demonstrate the following standards. Teachers use a variety of data to evaluate a student's progress towards meeting these standards. Listed below are the standards students need to master by the end of the year.*

<b>Language Arts</b>	<b>Math</b>
<p><b>Reading Foundational Skills</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Blend and segment initial, medial, and final sounds in words</li> <li>● Read common consonant digraphs (ch, sh, th, etc.) and common long vowel patterns</li> <li>● Decode one- and two- syllable words following basic patterns and read inflectional endings</li> <li>● Automatically read grade appropriate high frequency words</li> <li>● Read with appropriate rate, expression and independently self correct miscues when reading</li> </ul> <p><b>Reading for Understanding</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Ask and answer questions about key details in a text</li> <li>● Identify the main topic or central message and retell using key details</li> <li>● Describe characters, settings, major events and identify the major differences between common text genres</li> <li>● Make connections between characters, events, or ideas</li> <li>● Asks and answers questions about unknown words in a text</li> <li>● Identify character and author perspectives in texts</li> <li>● Knows and uses various texts features in fiction and nonfiction texts</li> <li>● Uses text and illustration to clarify or expand understanding</li> <li>● Independently selects a variety of Just-Right books and maintain focus during independent reading time to develop reading stamina</li> <li>● Actively engage in partnerships/small group work</li> </ul> <p><b>Writing</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Write narrative, informational, and opinion texts</li> <li>● Maintain an interest in writing and continue to develop writing stamina</li> <li>● Independently access and apply resources to writing</li> <li>● Actively engage in partnerships/small group writing</li> <li>● Apply learned spelling patterns and skills when writing</li> <li>● Identify and apply conventions such as end punctuation and appropriately use capital and lowercase letters in writing</li> <li>● Use conventional spelling for words with common spelling patterns</li> </ul> <p><b>Speaking and Listening</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Effectively engage in conversations and express ideas clearly</li> </ul>	<p><b>Operations and Algebraic Thinking</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Represent and solve problems involving addition and subtraction.</li> <li>● Understand and apply properties of operations and the relationship between addition and subtraction.</li> <li>● Add and subtract within 20.</li> <li>● Work with addition and subtraction equations.</li> </ul> <p><b>Number and Operations in Base Ten</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Extend the counting sequence.</li> <li>● Understand place value.</li> <li>● Use place value understanding and properties of operations to add and subtract.</li> </ul> <p><b>Measurement and Data</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Measure lengths indirectly and by iterating length units.</li> <li>● Tell and write time.</li> <li>● Represent and interpret data.</li> </ul> <p><b>Geometry</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Reason with shapes and their attributes.</li> </ul>

## *Second Grade Academic Standards*

*By the end of the school year, Center School second grade students should be able to demonstrate the following standards. Teachers use a variety of data to evaluate a student's progress towards meeting these standards. Listed below are the standards students need to master by the end of the year.*

<b>Language Arts</b>	<b>Math</b>
<p><b>Reading Foundational Skills</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Read multisyllabic words by chunking known parts as well as prefixes and suffixes</li> <li>● Read second grade high-frequency words with automaticity</li> <li>● Fluently read a variety of grade-level texts across different genres</li> <li>● Independently correct miscues when reading grade level texts</li> </ul> <p><b>Reading for Understanding</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Read and retell a variety of grade-level texts across different genres and answer questions while supporting their answers with text evidence. This includes discussing the central message of a story, describing characters' traits, feelings and their purposes, and making connections across a variety of texts</li> <li>● Use a variety of nonfiction text features to clarify or expand their understanding</li> <li>● Independently select "just right" texts, maintain focus and stamina during Reader's Workshop, and actively engage in small group/partner work</li> </ul> <p><b>Writing</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Independently write narrative, informational and opinion pieces</li> <li>● Include details, thoughts, facts, feelings, actions, introductions and conclusions/beginnings and endings into written pieces</li> <li>● Utilize grade-level appropriate conventions and spelling principles within their written pieces</li> <li>● Maintain focus and stamina during Writer's Workshop</li> <li>● Actively engage in small group/partner work</li> </ul>	<p><b>Operations and Algebraic Thinking</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Represent and solve problems involving addition and subtraction.</li> <li>● Add and subtract within 20.</li> <li>● Work with equal groups of objects to gain foundations for multiplication.</li> </ul> <p><b>Number and Operations in Base Ten</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Understand place value.</li> <li>● Use place value understanding and properties of operations to add and subtract.</li> </ul> <p><b>Measurement and Data</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Measure and estimate lengths in standard units.</li> <li>● Relate addition and subtraction to length.</li> <li>● Work with time and money.</li> <li>● Represent and interpret data.</li> </ul> <p><b>Geometry</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Reason with shapes and their attributes.</li> </ul>

## *Third Grade Academic Standards*

*By the end of the school year, Center School third grade students should be able to demonstrate the following standards. Teachers use a variety of data to evaluate a student's progress towards meeting these standards. Listed below are the standards students need to master by the end of the year.*

<b>Language Arts</b>	<b>Math</b>
<p><b>Reading Foundational Skills</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Decode multisyllabic words, as well as words with prefixes and suffixes</li> <li>● Read grade appropriate irregularly spelled words automatically</li> <li>● Fluently read grade level texts</li> <li>● Independently notice and correct miscues while reading</li> </ul> <p><b>Reading for Understanding</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Read and retell a variety of grade-level texts across different genres and answer questions while supporting their answers with text evidence. This includes discussing the central message of a story, describing characters' traits, feelings and their purposes, and making connections across a variety of texts</li> <li>● Use a variety of nonfiction text features to clarify or expand their understanding of a text</li> <li>● Independently select "just right" texts</li> <li>● Maintain focus and stamina during Reader's Workshop</li> <li>● Actively engage in small group/partner work</li> </ul> <p><b>Writing</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Independently write structured narrative, information and opinion pieces</li> <li>● Utilize appropriate elaboration and craft techniques</li> <li>● Use grade-level appropriate conventions and spelling principles</li> <li>● Maintain focus and stamina during Writer's Workshop</li> <li>● Actively engage in small group/partner work</li> </ul>	<p><b>Operations and Algebraic Thinking</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Represent and solve problems involving multiplication and division.</li> <li>● Understand properties of multiplication and the relationship between multiplication and division.</li> <li>● Multiply and divide within 100.</li> <li>● Solve problems involving the four operations, and identify and explain patterns in arithmetic.</li> </ul> <p><b>Number and Operations in Base Ten</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Use place value understanding and properties of operations to perform multi-digit arithmetic.</li> </ul> <p><b>Number and Operations—Fractions</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Develop understanding of fractions as numbers.</li> </ul> <p><b>Measurement and Data</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</li> <li>● Represent and interpret data.</li> <li>● Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</li> <li>● Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</li> </ul> <p><b>Geometry</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Reason with shapes and their attributes.</li> </ul>

## *Physical Education Standards*

*By the end of the school year, Center School students should be able to demonstrate the following standards in Physical Education. The teacher will analyze a variety of data to evaluate a student's progress towards meeting these standards. Listed below are the standards students need to master by the end of the year.*

### **Kindergarten students will:**

- Demonstrate knowledge of rules, safety practices, and procedures of specific activities
- Demonstrate the ability to stop and start on a signal; combine sequences of several motor skills in an organized way; and move through an environment with body control

### **First grade students will:**

- Demonstrate knowledge of rules, safety practices, and procedures of specific activities
- Demonstrate coordination in gross and fine motor control tasks using control, balance, strength, and coordination; and demonstrate progress toward mature form of selected fundamental motor skills
- Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks

### **Second grade students will:**

- Demonstrate simple applications combining locomotor, nonlocomotor, and manipulative skills to participate in developmentally appropriate movement and fitness activities
- Recognize critical performance skill elements in self and others using movement vocabulary
- Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks
- Demonstrate knowledge of rules, safety practices, and procedures of specific activities

### **Third grade students will:**

- Demonstrate simple applications combining locomotor, nonlocomotor, and manipulative skills to participate in developmentally appropriate movement and fitness activities
- Recognize critical performance skill elements in self and others using movement vocabulary
- Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks
- Demonstrate knowledge of rules, safety practices and procedures of specific activities

## *Art Standards*

*By the end of the school year, Center School students should be able to demonstrate the following standards in Art. The teacher will analyze a variety of data to evaluate a student's progress towards meeting these standards. Listed below are the standards students need to master by the end of the year.*

### **Kindergarten students will:**

- Connect, create, and demonstrate the art process within the art concept
- Through experimentation, build skills in various media and approaches to art-making
- Display cooperative behavior and self-control in art procedures

### **First grade students will:**

- Connect and create own original artwork within the art concept
- Explore uses of materials and tools to create works of art or design
- Demonstrate the steps in the art process and use age-appropriate art vocabulary
- Display cooperative behavior and self-control in art procedures

### **Second grade students will:**

- Connect and create their own original artwork within the art concept
- Experiment with various materials and tools to explore personal interests in a work of art or design
- Demonstrate the steps in the art process and use age-appropriate art vocabulary
- Display cooperative behavior and self-control in art procedures

### **Third grade students will:**

- Connect and create their own original artwork within the art concept
- Elaborate visual information by adding details in an artwork to enhance emerging meaning
- Demonstrate the steps in the art process and use age-appropriate art vocabulary
- Display cooperative behavior and self-control in art procedures

## *Music Standards*

*By the end of the school year, Center School students should be able to demonstrate the following standards in Music. The teacher will analyze a variety of data to evaluate a student's progress towards meeting these standards. Listed below are the standards students need to master by the end of the year.*

### **Kindergarten students will:**

- Connect, create, and participate in all music activities
- Display cooperative behavior and self-control in music procedures

### **First grade students will:**

- Use the upper register of the singing voice and match pitch
- Maintain a steady rhythm or beat when singing or playing music
- Display cooperative behavior and self-control in music procedures

### **Second grade students will:**

- Understand musical concepts: read and write grade level rhythms, melodic direction, and make cultural connections in music
- Demonstrate steady beat and rhythms in songs and rhymes
- Display cooperative behavior and self-control in music procedures

### **Third grade students will:**

- Understand musical concepts: read notes accurately on treble staff, read and write grade level rhythms, and make cultural connections in music
- Play notes accurately on the recorder
- Be well prepared for class
- Display cooperative behavior and self-control in music procedures

## *FAQ*

### **What should the expectations for my child be?**

Remembering that every child learns differently, the goal for student is to meet grade-level standards by the end of the school year.

### **Can a student meet a grade level standard one trimester and then not meet in subsequent trimesters?**

The expectations change from one trimester to another as the student moves toward the grade level expectations for the end of the year. As such, a student may find that expectations have increased in each trimester. This may result in very different levels of proficiency. A student could meet a standard in one trimester and not meet in subsequent trimesters.

### **Some areas on my child's report card were not evaluated this trimester and the report card shows a shaded box or NA. Why wasn't this standard evaluated?**

Some standards will be taught each marking period. These standards will be assessed more frequently, and progress will be reported every marking period. The level of difficulty in the task and/or text may change, or the level of text complexity may change, making the expectation more demanding. In other areas, the skill can progress to something more difficult. In some cases, standards are not addressed until further in the school year. When the standard is taught, the standard is evaluated.