



A PARENT'S GUIDE TO  
STANDARDS-BASED REPORT CARDS

Andover Elementary School  
2019-2020

**A Parent's Guide to**  
**Standards-Based Report Cards**

Andover Elementary School reports student progress using a standards-based report card at the end of each trimester. These report cards provide meaningful information on a student's developmental abilities and progress in relation to the learning standards outlined in each subject.

Standards-based report cards report student progress in all academic areas, physical education, art, music and Spanish. In addition to reporting progress on each area's priority standards on a 4 point scale, teachers will provide a narrative that describes student progress in both academics and personal growth. All parents are encouraged to participate in parent teacher conferences each fall and spring. In combination with parent teacher conferences, we believe this report card will provide a comprehensive and meaningful lens for you to understand and support your child's learning.

The information contained inside this booklet has been designed to help you understand the way we report student progress. Feel free to contact me with any questions, comments or concerns.

Sincerely,

*John Briody*

Principal

## **Purpose of the Report Card:**

- To communicate your child's achievement in relation to learning standards
- To promote student learning and growth
- To provide a basis for communicating how parents and teachers can collaborate to support student learning

## **When are the reporting periods?**

### Report Cards will be sent home:

December 13, 2019  
March 25, 2019  
June 2020

### Parent/Teacher Conferences:

November 7 & 8, 2019  
March 27, 2019

## **Academic and Personal Responsibilities:**

This key is used to assess academic and personal responsibilities which are positive behaviors that lead to success at work, home and in life. It is also used to indicate your child's effort score for each subject area.

**C** = Consistently demonstrates

**O** = Often demonstrates

**S** = Sometimes demonstrates

**R** = Rarely demonstrates

## Description of Performance Levels

<b>4</b>	<b><u>Exceeding Standard</u></b>  *Demonstrates superior understanding  *Exceeds requirements for grade-level work  *Consistently applies and extends learned concepts and skills independently
<b>3</b>	<b><u>Meeting Standard</u></b>  *Demonstrates and applies knowledge and understanding of learned concepts and skills  *Meets requirements for grade-level work  *Completes work accurately and independently
<b>2</b>	<b><u>Approaching Standard</u></b>  *Demonstrates partial understanding  *Beginning to meet requirements for grade-level work  *Requires some extra time, instruction, assistance and/or practice
<b>1</b>	<b><u>Limited Progress Toward Standard</u></b>  *Demonstrates minimal understanding  *Seldom meets requirements for grade-level work  *Requires an extended amount of time, instruction, assistance and/or practice
<b>Area greyed out</b>	<b><u>Not Assessed at this time</u></b>  This standard has not been covered in instruction or there is inadequate evidence of student achievement available to make a determination



**3rd Grade Report Card**  
**Andover Elementary School**  
**35 School Road - Andover, CT 06232**  
**(860) 742-7339**  
 John Briody - Principal

Student:  
ID: 1120

Teacher: J. Hebert  
 Marking Period: Trimester 1  
 School Year: 2017 - 2018

Attendance	Absences	Tardies
MP1	1	0
MP2		
MP3		
<b>Total</b>	<b>1</b>	<b>0</b>

Grayed-out spaces indicate standards that are not assessed during this trimester. Most standards will have at least two scores by the end of the school year.

**Grading Scale(s):**

**Effort & Responsibility**

- C Consistently
- O Often
- S Sometimes
- R Rarely

← This is the key for academic and personal responsibilities that indicate your child's effort.

**Standards 1-4**

- 4 Exceeds Learning Standard
- 3 Meets Learning Standard
- 2 Approaching Learning Standard
- 1 Limited Progress

← These are the performance levels of proficiency used to report achievement toward the standards assessed.

↑ Student attendance information is reported in this area.

	MP1	MP2	MP3
<b>Academic Responsibilities</b>			
Follows classroom expectations including transitions	O		
Completes homework appropriately	S		
Uses time efficiently to produce quality work	S		
Organizes work space and materials	S		
<b>Personal Responsibilities</b>			
Behaves respectfully, responsibly, and safely with peers and adults	C		
Accepts responsibility for own behavior	C		
Demonstrates self-control	O		
Interacts well with others	O		

	MP1	MP2	MP3
<b>English Language Arts</b>			
English Language Arts- Reading			
Key Ideas and Details			
Asks and answers questions about the text using evidence	3		
Recounts texts to include main ideas, messages, and supporting details	2		
Describes characters in a story (their traits, motivations, or feelings)	3		
Craft and Structure			
Determines the meaning of words and phrases as used in a text	3		
Foundational Skills			
Knows and applies grade level phonics and word analysis skills in decoding words	3		
Reads text fluently and accurately to support comprehension	3		
Effort - Reading	O		

← Student achievement is reported by priority standards

Mathematics				
Mathematical Reasoning				
	Efficiently applies strategies to solve problems	2		
	Clearly communicates mathematical thinking	2		
Operations and Algebraic Thinking				
	Represents and solves two step problems involving addition and subtraction	3		
	Represents and solves two step problems involving multiplication and division	2		
	Multiplies whole numbers fluently within 100	2		
	Divides whole numbers fluently within 100			
	Uses multiplication and division to solve word problems	2		
Number Sense and Operations - Base Ten				
	Uses place value understanding to round numbers	3		
	Adds and subtracts whole numbers fluently to 1000	3		
Number Sense and Operations - Fractions				
	Demonstrates an understanding of fractions			
Measurement and Data				
	Tells and writes time to nearest minute			
	Represents and interprets data			
	Solves problems involving measurement			
	Demonstrates an understanding of area and perimeter as it relates to the operations of addition and multiplication			
Geometry				
	Demonstrates an understanding of the attributes of geometric shapes			
	Categorizes and partitions shapes into parts with equal areas			
Effort - Mathematics		0		

Shaded areas indicate a standard not yet assessed or where there isn't enough evidence collected to determine student achievement.

**Teacher Comments**

<p><b>MPI</b></p>	<p style="text-align: center;">This section will contain teacher comments about the individual student.</p>
<p>Have a great summer!</p>	

This section will contain messages being sent to all students.

## **What can you do to help your child?**

-Maintain an open and ongoing dialogue with your child's teacher.

-Take care of your child's social, emotional and physical health. Every child needs rest, a balanced schedule of activities and a healthy diet.

-Know what kind of homework is expected of your child and develop a routine for homework completion.

-Ask your child specific questions about school activities. Listen, converse, plan and celebrate with your child.

-Make reading a natural part of your family's daily routine. Read to your child. Have your child read to you. Read and discuss books together.

-Guide, limit, and monitor television viewing, video games and Internet usage. Focus on programs with educational value and discuss them with your child.

## **Resources**

Connecticut Core Standards

<http://ctcorestandards.org/>

Common Core-State Website

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322592>

NGSS (Next Generation Science Standards)

<https://www.nextgenscience.org/>

STAR Assessments

<https://www.renaissance.com/2016/09/09/parents-guide-star-assessments/>

Great Schools Article

<https://www.greatschools.org/gk/articles/rethinking-report-cards/>

## **Frequently Asked Questions**

- **Will the parent guide be on the Andover Elementary Schools' website?**

Yes, the report card guide will be posted on our website.

- **How does a standards-based report card help parents?**

Standards-based report cards enable parents to receive accurate information based on cumulative student progress throughout the marking period. In addition, they promote more detailed and meaningful conversations at parent/teacher conferences, allow for careful and precise monitoring of student achievement, and reflect grade-level standards and expectations so parents gain a complete idea of student progress.

- **Why are some areas shaded?**

It is possible that while a standard is introduced and assessed throughout the year, it may not be reported until later in the year when students have had more time to demonstrate sufficient understanding.

- **What if a child is not progressing toward a grade level standard?**

If a student is working below a grade level standard and needs to be taught that corresponding standard at a lower grade level, the student would receive a 1(beginning to meet the standard) on the report card. This is because the skills which the student needs to be taught are actually prerequisite skills necessary to eventually meet the grade level Standards. In this case, the comments a teacher writes will provide the most accurate description of student progress.

- **Can a student perform at a level 2 and then move to a level 1 in the next marking period?**

The expectations change from one marking period to the next as students move toward the end of grade-level expectations. This means: a student may be progressing toward the grade-level expectation during the first marking period, but as the expectations increase, the student may not demonstrate the same level of proficiency during the next marking period.