

FAQ'S

What is the difference between a Level 3 and Level 4 if they both indicate a student is meeting the standard?

One of the key skills for a student to develop is their ability to become more independent in their learning. Students at Level 4 are different from Level 3 in that they are more independent in their work and require less direct support from their teacher.

What if my child does not meet or exceed the standard?

All children develop their skills and learning at different paces, and it is not unusual for students to meet or exceed some standards, but not meet other standards. With teacher direction and support, students will continue to practice and develop skills throughout the year, and the goal is to meet the standard at Level 3 by the end of the year.

How do teachers determine a Level of Performance for my child?

Teachers use observational data, student work and assessments. These may include conferencing notes, student reading and writing journals, tests and quizzes, projects, homework, and other information observed and collected on a daily basis.

Can a student perform at a Level 3 and then move to a lower level in the next marking term?

Yes, it is possible for a student to go down a level (or up a level) as the year progresses. The Level of Performance relates to what is expected of a student in a grade level at that point in time, so the expectations later in the year would be more advanced than earlier in the year.



COMMON LANGUAGE ARTS & MATH TERMS

Language Arts Terms

Phonics Skills: the system of relationships between letters and sounds. This may include the blending of sounds of letters, letter combinations (such as blends), and word parts (word families, prefixes, and suffixes).

Word Analysis Skills: understanding the meanings and spellings of root words, prefixes and suffixes, and the origins of words, and applying them to figure out the meaning of words.

Decoding: the ability to apply knowledge of letter-sound relationships including knowledge of letter patterns to correctly pronounce written words.

Reading Fluency: the ability to read a text with little decoding, accurately, and with expression in order to understand the meaning of text.

Variety of Texts: this would include different book types and examples of reading such as picture books, short stories, novels, biographies, poems, essays, diaries, letters, and textbooks.

Graphic and Text Features: includes table of contents, titles, captions, diagrams, charts, photos and illustrations, and other features to help a reader better understand.

Conventions of Standard English Grammar and Usage: this includes spelling, capitalization, punctuation, paragraph formation, utilizing correct verb tense and subject-verb agreement in sentence writing, and expressing their ideas appropriately with simple and complex sentences.

Math Terms

Fluency: computational fluency refers to having efficient and accurate methods for computing. Students exhibit computational fluency when they demonstrate *flexibility* in the computational methods they choose, *understand* and can explain these methods, and produce accurate answers *efficiently*. (NCTM).

Place Value: the value of a digit depending on its place in a number.

Standard Algorithm: a way of setting out a step-by-step mathematical procedure.

Uses Appropriate Tools and Models Efficiently: use math resources to deepen understanding of concepts and solve problems.

Attends to Precision: focus on clarity and accuracy of process and outcome in problem solving.

Additional definitions and terms can be found on our website at:
<https://sites.google.com/a/clintonpublic.net/district/reportcards>



ELEMENTARY REPORT CARD GUIDE

*Lewin G. Joel, Jr. School
Grades 1-3*

*Abraham Pierson School
Grades 4-5*

*Preparing Independent and Collaborative Learners
Empowered to Embrace the Future*



OVERVIEW

The K-5 Report Card committee worked throughout the 2013-2014 school year to revise the standards-based report card. The ultimate goal of the committee was to create a report card that was clearly aligned to new curriculum expectations and would provide parents with more specific feedback to better understand their child's progress, effort, and achievement.

HOW DOES THIS HELP PARENTS?

The standards-based report card is designed to provide information and feedback relative to the skills and concepts that students should master at each grade level. The new report card is directly aligned to each grade level's expectations, and students are assigned a Level of Performance based on their attainment of the skill or concept as expected for that grade level, at that particular point in time in the school year.

WHAT IS NEW?

Levels of Performance: 5 levels of performance that reflect student achievement of standards and levels of academic independence.

Grade Level Specific Report Cards: Report cards designed for each grade level that reflect the curricular standards expected to be mastered in that grade level.

Clear and Specific Standards: Expectations for students in that grade level in each of the various subject areas.

Not Assessed: Some standards are not assessed during a particular trimester based on the pacing and sequence of the curriculum, but all standards will be assessed at some point in the school year.

Effort Ratings: Overall student effort will be reported for each core subject (Language Arts, Math, Social Studies and Science).

Teacher Comments: Concise statements about the strengths and focus areas of a child in the classroom. The specifics of student progress are now communicated through the Effort Ratings and the Level of Performance assigned by the teacher for each standard.

MOST IMPORTANT CHANGE

The assignment of a Level of Performance is based on a student's attainment of a standard as expected at that point in time in the grade level.

In past years, the assignment of a Level of Performance was measured against the attainment of end-of-year goals.

Each Trimester, students' Levels of Performance will be independently scored for that point in time. The goal is to be at Level 3 or higher in each standard in each marking term.

LEVELS OF ACADEMIC PERFORMANCE

5	Exceeds Standard <u>independently and accurately</u> Exceeds <i>grade-level</i> concepts and skills reflecting higher thinking skills
4	Meets Standard <u>independently or with minimal support</u> Demonstrates solid performance of <i>grade-level</i> concepts and skills
3	Meets Standard <u>with appropriate grade-level support</u> Demonstrates solid performance of <i>grade-level</i> concepts and skills
2	Approaching Standard <u>with frequent support</u> Student performance is beginning to meet <i>grade-level</i> concepts and skills
1	Not Meeting Standard Not yet demonstrating <i>grade-level</i> concepts and skills. Still acquiring pre-requisite skills to understand content of <i>grade-level</i> standard
NA	Not Assessed this term

EFFORT, WORK HABITS, & SOCIAL SKILLS SCALE

E	Exceeds Expectations
M	Meets Expectations
P	Progressing Towards Expectations
B	Below Expectations