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Stafford Public Schools



Elementary Standards-Based Report Card *Family Guide*

Grades K - 5



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Dear Families of the Stafford Public Schools,

Welcome back to another school year! We are excited to welcome our students and families back into the bright, warm hallways of our educational community. This year promises to be filled with exciting new opportunities as Stafford continues to develop into a premier academic environment for all learners.

As we strive to continue to strengthen our home-school partnership, our district continues to examine strategies for communicating academic performance data to families. A committee of curriculum specialists, teachers and administrators came together over the past year to complete the revision process for the elementary report card to reflect grade-level standards and learning expectations. The indicators represented throughout the reporting tool reflect the rigorous state and national standards frameworks. These expectations also form the foundation for the development of the district's curriculum and local assessment measures.

The new reporting tool consists of two major sections to measure student progress. The Academic Performance Indicators and the Portrait of the Graduate Learner Qualities include indicators that present a picture of academic growth over time. The SPS Portrait of the Graduate Framework developed beginning in the 2019-2020 school year defines the key skills and dispositions for all Stafford students to be college and career ready.

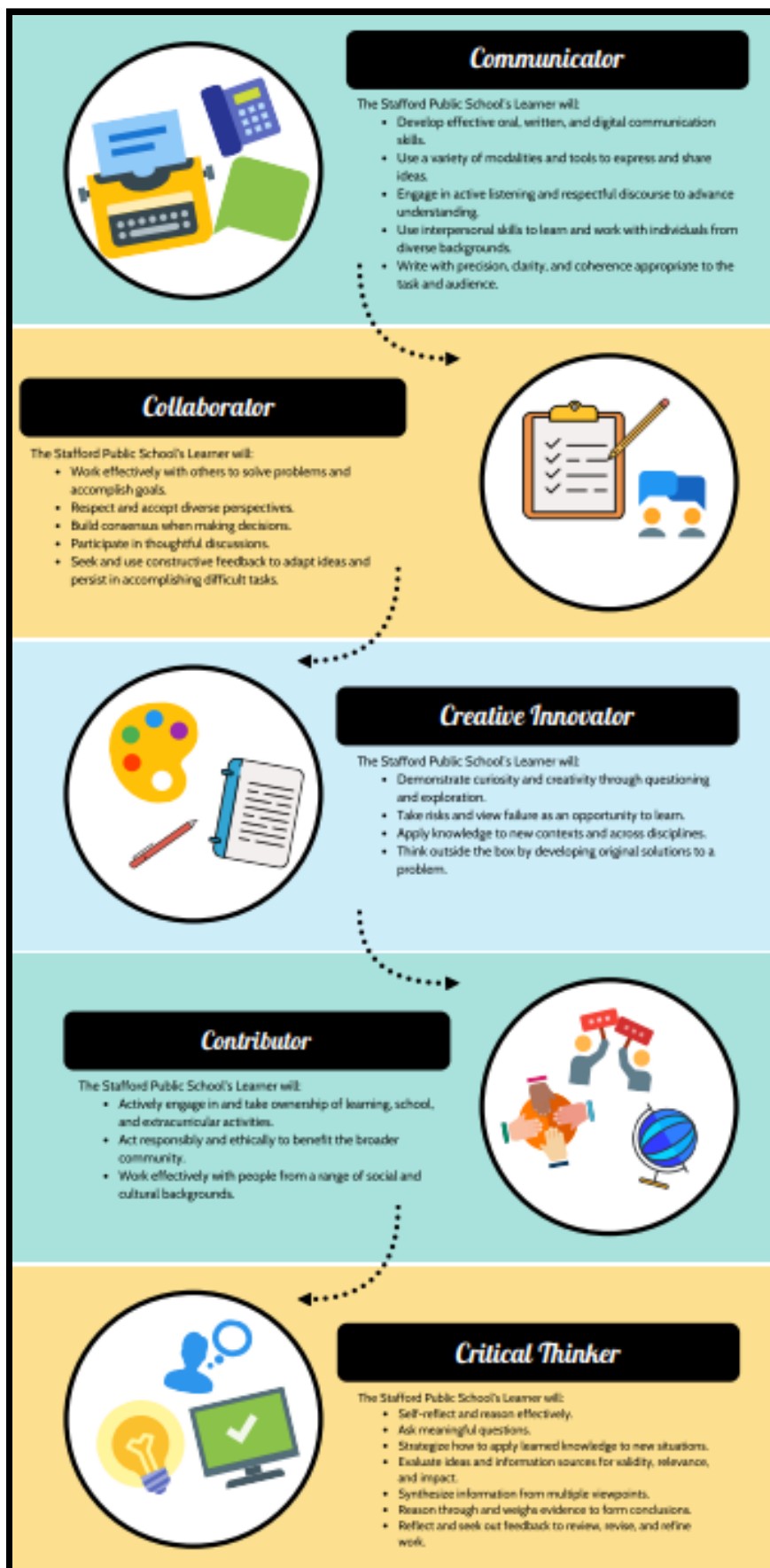
The new report cards will be distributed to families beginning with the conclusion of the first marking period in November 2021. Faculty and staff will utilize the accompanying grading guides to help focus dialogue for supporting student success during the initial parent-teacher conferences in the winter of 2021.

If I can be of any assistance to help you to unpack the new reporting tool, please do not hesitate to contact my office at (860) 684-4213.

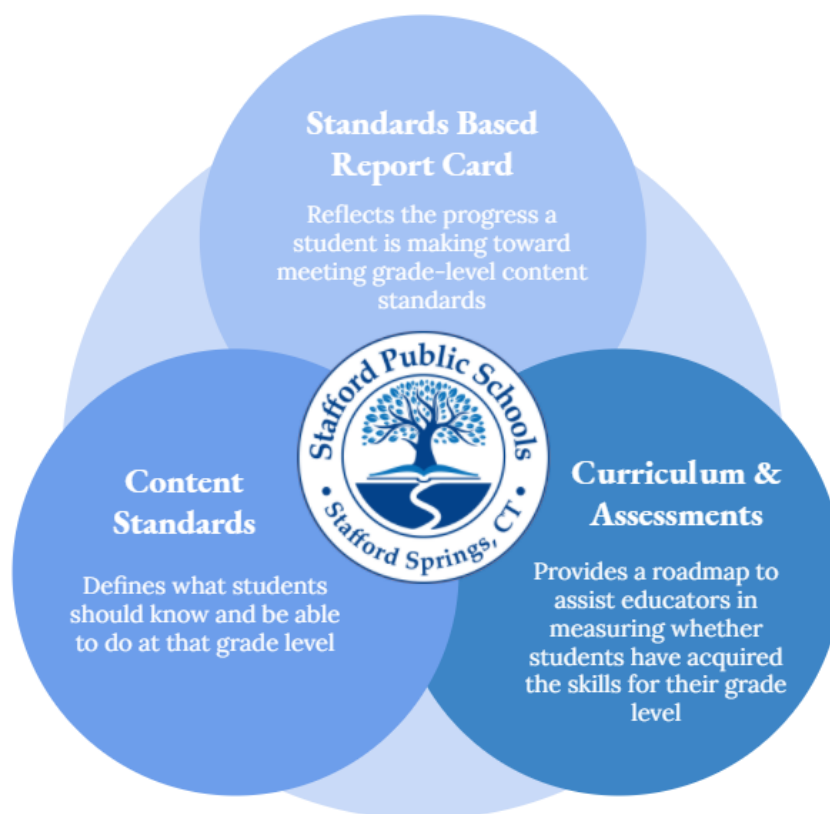
Steven M. Autieri
Director of Curriculum & Instruction

STAFFORD PUBLIC SCHOOLS

PORTRAIT OF THE GRADUATE



Components of Standards-Based Grading Systems



The Academic Performance Indicators on the Stafford Public Schools Elementary Report Card are aligned to the Connecticut Core Learning Standards. Educators utilize grading guides for each content area to determine the precise performance of each student in meeting these rigorous academic benchmarks. Evaluation scores in November, March, and June reflect the current performance of students at the time of reporting.

Achievement Levels

Each indicator across the academic and learner quality domains will be evaluated utilizing the following system:

4	Consistently and independently demonstrates mastery in the grade level standards
3	Progressing toward mastery of the grade level standards
2	Requires strategic support in reaching mastery of the grade level standards
1	Requires significant support in reaching mastery of the grade level standards

A score of “4” indicates that a student has exhibited independence in demonstrating proficiency for the indicator in question. It is not uncommon for a student’s score from one report card to change from one marking period to another. As grade level content increases in difficulty, students may require additional support to reach mastery.

It is not unusual for a student to be “progressing toward mastery of the grade level standards” or below at the start of the academic year. The premise is that students will continue to make adequate progress toward meeting academic expectations prior to the conclusion of the school year. A sample report card template can be found below. Each report card will contain academic expectations aligned to a standards based indicator of performance.

Student Name:
Student ID Number:
Teacher Name:
Principal: Ms. Manning
School Year: 2021-2022



Stafford Public Schools
Grade 4 Report Card
Stafford Elementary School
11 Levinthal Run
(860) 684-6677

Student Attendance:

	Nov	Jan	June
Absent			
Tardy			
Dismissal			

Academic Performance Indicators				
4	Consistently and independently demonstrates mastery in the grade level standards			
3	Progressing toward mastery of the grade level standards			
2	Requires strategic support in reaching mastery of the grade level standards			
1	Requires significant support in reaching mastery of the grade level standards			

Literacy	Nov	Mar	Jun
Foundational Reading Skills			
Reads text accurately and fluently to support comprehension			
Reading: Literature & Informational Text			
Shows literal comprehension skills using text evidence			
Uses multiples texts to analyze, evaluate, and show understanding of concepts			
Acquires and uses vocabulary			
Demonstrates stamina during independent reading			
Writing & Language Skills			
Produces organized writing appropriate to task and audience			
Writes with details and elaboration			
Draws from a variety of resources to support writing			
Strengthens writing by focusing on a topic, revising and editing			
Applies language usage, language conventions, and apply spelling skills			
Demonstrates stamina during independent writing			
Speaking and Listening			
Listens attentively			
Communicates clearly when speaking			
Contributes to classroom conversations			
Contributes to collaborative discussions			

Mathematics	Nov	Mar	Jun
Operations & Algebraic Thinking			
Solves multi-step word problems with whole numbers using the four operations			
Identifies factors and multiples of a given number			
Generates and analyzes patterns			
Number & Operations in Base Ten			
Understands place values to the millions			
Rounds multi-digit whole numbers to any place to find a reasonable estimate to a given math problem			
Fluently adds and subtracts multi-digit numbers			
Uses place value understanding to multiply and divide multi-digit numbers			
Numbers and Operations in Fractions			
Identifies equivalent fractions			
Compares and orders fractions with like and unlike denominators			
Adds and subtracts fractions and mixed numbers with like denominators			
Multiplies a fraction by a whole number			
Creates equations from given fractions			
Compares orders and adds decimals and fractions with denominators of 10 and 100			
Measurement and Data			
Solves problems involving measurement and conversion of measurements			
Represents and interprets data			
Understands concepts of angle and measure angles			
Geometry			
Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles			

Technology	Nov	Mar	Jun
Demonstrates understanding of basic technology operations and concepts and applies keyboarding skills			
Uses digital tools and software to produce work			
Responsible digital citizen			

Reporting Indicators

Frequently Asked Questions (FAQs)

1. Where can I locate the Parent Guide for future reference?

The parent guide will be located and posted on the district webpage under the Curriculum & Instruction Department drop down menu.

2. What is a standards-based report card?

The standards-based report card provides a snapshot of student growth toward meeting grade level standards to families. The report cards provide a strong focal point for conversation during parent-teacher conferences. Each content area includes several indicator descriptors that reflect alignment toward state and national curriculum frameworks.

3. Why not use letter grades to reflect my student's progress this year?

Letter grades denote a sense of finality to a student's performance. As students continue to grow and acquire foundational knowledge and skills prerequisite to success in later grades, the district is committed to reflecting student performance on a progression toward a proficiency goal.

4. Why are some of the boxes on my child's report card shaded?

Particular standards may be introduced at later stages of the school year since they represent content that evolves from foundational learning.

5. How will my student's teacher evaluate academic performance throughout the year?

The district committee spent numerous hours developing comprehensive grading guides to reflect the progression of grade level skills. Performance measures are referenced throughout the grading guides to support faculty and staff in assigning accurate measures of performance.

6. How often are report cards going to be distributed throughout the school year?

Report cards will continue to be made available to families three times per school year (November, March, and June).

7. My student has an IEP. How is proficiency reported for special education students?

The Individualized Education Plan (IEP) determines the specific goals and objectives students will meet each school year. IEP goals are aligned to state academic standards. Parents of special education students will receive specific feedback on their student's IEP goal progress in addition to the grade level report card.

8. Why did my student move from a level three in November to a level two in March?

As content becomes more rigorous and challenging for students throughout the academic year, additional support may be required to help students strive toward proficiency. It is not uncommon for this to occur.

Parent Resources

[Connecticut Core Standards](#)

[Connecticut Core Standard Parent Guides](#)

[Connecticut Next Generation Science Standard Toolkit for Families](#)

K-5 Standards-Based Report Card Committee Members

Steven M. Autieri	Director of Curriculum & Instruction
Gillian Bienvenu	Elementary Music Teacher
Sue Bourque	Grade 2 Teacher
Adrian DePellegrini	Grade 2 Teacher
Lynn Erickson	District Technology Integration Specialist
Anna Gagnon	Principal, West Stafford School
Deb Geer	Grade 1 Teacher
Sarah Gordon	Grade 4 Teacher
Keith Holland	Grade 3 Teacher
Marcia Jacobs	District Mathematics Leader
Jennifer Ledbetter	Grade K Teacher
Lisa Lobik	District Literacy Leader
Mary Claire Manning	Principal, Stafford Elementary School
Kirstie McQuaid	Grade 1 Teacher
Jennifer Miller	Grade 5 Teacher
Sharon Mlyniec	Elementary Physical Education/Health Teacher
Sarah Myles	Grade 4 Teacher
Sandra O’Gara	Grade 3 Teacher
Kimberly Robbins	Grade K Teacher