HARTFORD
PUBLIC SCHOOLS

Where the future is present.

Parent Guide to Standards-based Report Card Grades 3 - 5

August 2017

Standards-based Grading

Grades represent student progress toward meeting standards. Grades are a description of what students know and are able to do. Standards-based grades are not an average of test and assignment scores. They are an indicator of a student's progress toward mastery of the assessed standard.
Scoring levels with performance descriptors are used to describe a student's progress toward mastery of the assessed standard.
Work habits, such as effort, are assessed separately from academic content.

Attendance information for the marking period

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School Name
Principal:
Hartford Public Schools Report Card

Student Name:		Attendance	Trimester 1	Trimester 2	Trimester 3	Total
Homeroom:		Days Absent				
School Year:		Days Tardy				
Teacher:						

Proficiency/Grading Scale	
4	**Exemplary** *Student consistently and independently demonstrates mastery above and beyond what is expected at this grade level.*
3	**Meets** *Student consistently demonstrates mastery of the knowledge and skills expected at this grade level.*
2	**Approaching** *Student demonstrates progress toward mastery of the knowledge and skills expected at this grade level.*
1	**Not Yet Meeting** *Student demonstrates limited progress toward mastery of the knowledge and skills expected at this grade level.*
NI	**Not Introduced** *Students have not been introduced to this standard yet.*
NE	**Not Enough Evidence** *There is not enough evidence/data to report at this time. See comments.*

Performance Levels & Descriptors

Student progress toward meeting the standard is scored with a 1-4 scale. Early in the year, students strive to approach (2) the standard with the expectation of reaching the meet (3) or exemplary (4) level by the end of the year.

The final score reflects the student's actual achievement of the standard.

English Language Arts	T1	T2	T3
Reading Literature			
Key Ideas and Details (RL.4.1, 4.2, 4.3)			
Craft and Structure (RL.4.4, 4.5, 4.6)			
Integration of Knowledge and Ideas (RL.4.7, 4.8, 4.9)			
Range of Reading and Level of Text Complexity (RL.4.10)			
Reading Informational Text			
Key Ideas and Details (RI.4.1, 4.2, 4.3)			
Craft and Structure (RI.4.4, 4.5, 4.6)			
Integration of Knowledge and Ideas (RI.4.7, 4.8, 4.9)			
Range of Reading and Level of Text Complexity (RI.4.10)			
Writing			
Text Types and Purposes			
Production and Distribution of Writing (W.4.4, 4.5, 4.6)			
Research to Build and Present Knowledge (W.4.7, 4.8, 4.9)			
Range of Writing (			
Speaking & Listening			
Comprehension and Collaboration (SL.4.1, 4.2, 4.3)			
Presentation of Knowledge and Ideas (SL.4.4, 4.5, 4.6)			
Reading Foundational Skills			
Phonics & Word Recognition (RF.4.3)			
Fluency (RF.4.4)			
Language			
Conventions of Standard English (L.4.1, 4.2)			
Knowledge of Language (L.4.3)			
Vocabulary Acquisition and Use (L.4.4, 4.5, 4.6)			

DOMAIN

DOMAIN

STRAND

STRAND

STANDARD

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Student performance levels are reported by standards within DOMAINS of each content area.

Domains are made up of a collection of STRANDS.

Strands are made up of a collection of STANDARDS.

Example

Domain: Writing
Strand: Research to Build and Present Knowledge
Standard: CCSS.ELA-LITERACY.W.4.7
Conduct short research projects that build knowledge through investigation of different aspects of a topic

Standards for the Marking Period

In each content area, student progress is monitored through ongoing assessment of standards. Each standard has a level of complexity for the grade level, and students are expected to meet that standard at that level before the end of the academic year.

The individual scores for each assignment are used to determine the level of progress toward meeting a standard (the 1-4 scale). The report card provides the overall progress for the student by the strand or cluster of standards, which are made up of individual standards.

Access the PowerSchool Parent Portal for more detailed information on student progress by standard.

Mathematics	T1	T2	T3
Operations & Algebraic Thinking			
Use the four operations with whole numbers to solve problems. (4.OA.A)			
Gain familiarity with factors and multiples. (4.OA.B)			
Generate and analyze patterns. (4.OA.C)			
Numbers & Operations in Base Ten			
Generalize place value understanding for multi-digit whole numbers. (4.NBT.A)			
Use place value understanding and properties of operations to perform multi-digit arithmetic. (4.NBT.B)			
Number & Operations-Fractions			
Extend understanding of fraction equivalence and ordering.			
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. (4.NF.B)			
Understand decimal notation for fractions, and compare decimal fractions. (4.NF.C)			
Measurement & Data			
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. (4.MD.A)			
Represent and interpret data. (4.MD.B)			
Geometric measurement: understand concepts of angle and measure angles. (4.MD.C)			
Geometry			
Draw and identify lines and angles, and classify shapes by properties of their lines and angles. (4.G.A)			

DOMAIN

CLUSTER

For math, domains are made up of CLUSTERS of standards.

Example

Domain: Numbers & Operations in Base Ten

Cluster: Generalize place value understanding for multi-digit whole numbers.

Standard: CCSS.MATH.CONTENT.4.NBT.A.1
Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.

Social Studies	T1	T2	T3
Content Knowledge: United State Geography			
History/Social Studies Literacy			
Civic Engagement			

Includes grade level topic

Science	T1	T2	T3
Content Knowledge: Life science			
Content Knowledge: Earth & Space Science			
Content Knowledge: Physical Science			
Asks/answers questions.			
Develops/uses models (e.g. diagrams).			
Plans and carries out investigations; analyzes and interprets data collected.			
Constructs explanations and engages in argument from scientific evidence.			
Obtains, evaluates, and communicates information.			

Includes the three science content areas and the scientific and engineering practices.

Art, Music, Theater, Dance
Creating
Generalize and conceptualize artistic ideas and work.
Organize and develop artistic ideas and work.
Refine and complete artistic work.
Presenting/Performing
Select, analyze, and interpret artistic work for presentation
Develop and refine artistic techniques and work for presentation.
Convey meaning through the presentation of artistic work.
Responding
Perceive and analyze artistic work.
Interpret intent and meaning in artistic work.
Apply criteria to evaluate artistic work.
Connecting
Synthesize and relate personal experiences to make art.
Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Arts:
Includes performance on four strands

Wellness (Physical Education)
Motor Skill Performance
Engaging in Physical Activity
Applying Concepts and Strategies
Physical Fitness
Responsible Behavior
Benefits of Physical Activity

Wellness: Includes national standards **(Physical Education and Health)**

Grade Level Progression

The strands of standards are the same for each grade level; however, the level of complexity increases from one grade level to the next according to the standards for the grade level.

Other Content Areas

Your school may offer additional or other courses depending on programming.

Standards-based grading provides students with…

…clear learning expectations.
…assessment on their own level of progress.
…accountability for monitoring their own progress.
…specific understanding of academic strengths and weaknesses.

Our district curriculum is aligned to the Connecticut Core Standards (Common Core Standards) for English Language Arts and Mathematics and content area standards including:

- Connecticut Elementary and Secondary Social Studies Frameworks
- Next Generation Science Standards
- World-Readiness Standards for Learning Languages
- National Core Arts Standards
- SHAPE (Society of Health and Physical Educators) National Standards
- AASL (American Association of School Librarians) Standards for the 21st-Century Learner

Your student's teacher(s) use(s) multiple data points to determine progress and adjust instruction during the entire marking period. The final grade on the report card is a measure of student progress toward meeting the academic standards at the end point of the marking period.

Standards-based grades look at student growth over time through teacher observation, student work, and assessments.

The report card includes comments from the teacher(s) concerning your student's progress toward meeting the grade-level standards.

Habits of work or learning expectations are scored separately. Your school will have a school-specific collection of work habits.