



HARTFORD

PUBLIC SCHOOLS

Where the future is present.

**Parent Guide to
Standards-based
Report Card
Grades 6 – 8**

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

 <p>HARTFORD PUBLIC SCHOOLS where the future is present.</p>	<p>School Name Principal: <i>Hartford Public Schools Report Card</i></p>
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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	← DOMAIN		
Key Ideas and Details (RL.7.1, 7.2, 7.3)			
Craft and Structure (RL.7.4, 7.5, 7.6)			
Integration of Knowledge and Ideas (RL.7.7, 7.8, 7.9)			
Range of Reading and Level of Text Complexity (RL.7.10)			
Reading Informational Text	← DOMAIN		
Key Ideas and Details (RI.7.1, 7.2, 7.3)			
Craft and Structure (RI.7.4, 7.5, 7.6)			
Integration of Knowledge and Ideas (RI.7.7, 7.8, 7.9)			
Range of Reading and Level of Text Complexity (RI.7.10)			
Writing	← STRAND		
Text Types and Purposes (W.7.4, 7.5, 7.6)			
Production and Distribution of Writing (W.7.4, 7.5, 7.6)			
Research to Build and Present Knowledge (W.7.7, 7.8, 7.9)			
Range of Writing (W.7.10)	← STRAND		
Speaking & Listening			
Comprehension and Collaboration (SL.7.1, 7.2, 7.3)			
Presentation of Knowledge and Ideas (SL.7.4, 7.5, 7.6)			
Language	← STANDARD		
Conventions of Standard English (L.7.1, 7.2)			
Knowledge of Language (L.7.3)			
Vocabulary Acquisition and Use (L.7.4)	← STANDARD		
Overall Grade			

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.

Grades 6-8 include an overall grade for the content areas. This is a traditional grade (A, B, C) to indicate data points that high schools can use when the student reaches grade 9.

Example

Domain: Writing
Strand: Research to Build and Present Knowledge
Standard: CCSS.ELA-LITERACY.W.7.7
 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

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
Ratios & Proportional Relationships			
Analyze proportional relationships and use them to solve real-world and mathematical problems. (7.RP.A)			
The Number System			
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. (7.NS.A)			
Expressions & Equations			
Use properties of operations to generate equivalent expressions. (7.EE.A)			
Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (7.EE.B)			
Statistics & Probability			
Use random sampling to draw inferences about a population. (7.SP.A)			
Draw informal comparative inferences about two populations. (7.SP.B)			
Investigate chance processes and develop, use, and evaluate probability models. (7.SP.C)			
Geometry			
Draw, construct, and describe geometrical figures and describe the relationships between them. (7.G.A)			
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. (7.G.B)			
Overall Grade			

DOMAIN

CLUSTER

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

Example

- Domain:** Expressions & Equations
- Cluster:** Use properties of operations to generate equivalent expressions.
- Standard:** CCSS.MATH.CONTENT.7.EE.A.1
Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

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.

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)

Arts:
Includes performance on four strands

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.