



HARTFORD

PUBLIC SCHOOLS

Where the future is present.

**Parent Guide to
Standards-based
Report Card
Kindergarten – Grade 2**

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

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		
I can ask and answer questions about key details the story. (RL.1.1)			
I can tell what the story is about. (RL.1.2)			
I can describe and name the characters, setting, and important parts of a story. (RL1.3)			
I can tell how words make me feel. (RL.1.4)			
I can differentiate between stories and books that tell facts. (RL.1.5)			
I can tell who is talking in the story and tell different ideas characters have. (RL.1.6)			
I can use pictures and words to help me understand and tell about the story. (RL.1.7)			
I can tell how characters and their actions are the same and different. (RL.1.9)			
With help, I can read and listen to poems. (RL.1.10)			
Reading Informational	← DOMAIN		
I can ask and answer questions about key details the text. (RI.1.1)			
I can tell what the text is about and what I learned from the text. (RI.1.2)			
I can tell how two people, events, ideas, and facts are alike and connected. (RI.1.3)			
I can ask and answer questions about words I don't know. (RI.1.4)			
I can use parts of a book to find information. (RI.1.5)			
I can use the photographs and words to help me understand the text. (RI.1.6)			
I can use the photographs and words to help me understand and tell about ideas. (RI.1.7)			
I can tell what the author wants me to know and how the words the author used help me understand. (RI.1.8)			
I can compare texts and say how they are the same and different. (RI.1.9)			
With help, I can listen to or read true stories or texts. (RI.1.10)			
Writing	← STANDARD		
I can write about what I think and tell why I think that. (W.1.1)			
I can write about a real topic including facts. (W.1.2)			
I can write about the order of things that happened in a book that I read or heard. (W.1.3)			
I can use words that show order. (W.1.3)			
With help, I can use suggestions to add details to make my writing better. (W.1.5)			
With help, I can use technology to help me write and share my writing. (W.1.6)			
I can investigate things I am interested in with others. (W.1.7)			
I can find facts and include them in my writing. (W.1.7)			

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

Domains are made up of a collection of STANDARDS.

For grades K-2, standards are written as "I can" statements, to describe the skills of a standard that a student should be able to master by the end of the academic year.

Example

Domain: Reading Informational
Standard: CCSS.ELA-LITERACY.RI.1.2
I can: Identify the main topic and retell key details of a text.
 I can tell what the text is about and what I learned from the text.

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			
I can show addition of numbers <20 w/manipulatives. (1.OA.1)			
I can show subtraction of numbers <20 w/manipulatives. (1.OA.1)			
I can add two numbers <20 in an equation with a symbol or missing addend for the unknown number anywhere in the equation. (1.OA.1)			
I can create a drawing to show the addition of 3 whole numbers. (1.OA.2)			
I can write an equation to explain my drawing. (1.OA.2)			
I can use properties of operations to add and subtract. (1.OA.3)			
I can understand the meaning of an unknown addend. (1.OA.4)			
I can use subtraction to find an unknown addend. (1.OA.4)			
I can relate counting to addition and subtraction. (I can count on three to add three.) (1.OA.5)			
I can add two numbers <20 using multiple strategies. (1.OA.6)			
I can subtract two numbers <20 using multiple strategies. (1.OA.6)			
I can fluently add two numbers within ten. (1.OA.6)			
I can fluently subtract two numbers within ten. (1.OA.6)			
I can understand the meaning of an equal sign. (1.OA.7)			
I can tell if addition and subtraction equations are true or false. (1.OA.7)			
I can count up to 20 by counting out objects. (1.OA.7)			
I can find an unknown # that makes equations true. (1.OA.8)			
Numbers & Operations in Base Ten			
I can count to 120 starting at any number <120. (1.NBT.1)			
I can read and write numbers to 120 using numerals and objects. (1.NBT.1)			
I can demonstrate that a two-digit number is made up of tens and ones. (1.NBT.2)			

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.