



# HARTFORD

PUBLIC SCHOOLS

Where the future is present.

**Parent Guide to  
Standards-based  
Report Card  
Pre-Kindergarten  
(PK<sub>3</sub> and PK<sub>4</sub>)**

August 2017

## Standards-based Grading

Growth level represent student progress toward meeting the early learning and development standards. Scores are a description of what students know and are able to do. Standards-based scores 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.

Attendance information for the marking period

 <b>HARTFORD</b> PUBLIC SCHOOLS <small>Where the future is present.</small>	<b>School Name</b> Principal: <i>Hartford Public Schools Pre-Kindergarten Report Card</i>
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Student Name:	Attendance	Trimester 1	Trimester 2	Trimester 3	Total
Home room:	Days Absent				
School Year:	Days Tardy				
Teacher:					
Proficiency/Grading Scale					
<b>3</b>	<b>Mastery Skill exhibited independently</b>				
<b>2</b>	<b>Progressing Skill exhibited with little assistance</b>				
<b>1</b>	<b>Emerging Skill requires much assistance</b>				
<b>N</b>	<b>Not Observed Skill not yet observed</b>				



## Performance Levels & Descriptors

Student progress toward meeting the standard is scored with a 1-3 scale. Early in the year, students skills are emerging (1) with the expectation of reaching the mastery (3) level by the end of the year.

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

Student development and performance levels are reported by standards within DOMAINS.

### Early Learning and Development Standards:

*The following progress report characterizes your child's growth as he/she progresses through developmental stages and learning goals of early childhood.*

Social and Emotional Development	I can use strategies to self-soothe across situations with minimal adult support (SE.60.3)
	I can recall and follow daily routines, <u>rules</u> and transitions with little support (SE.60.7)
	I can describe emotions and feelings to trusted adults and peers
	I can cooperate with peers through sharing and taking turns
Physical Dev. and Health	I can use coordinated large muscle movements with control and accuracy (hopscootch, climbing) (PH.60.2)
	I can use small muscle movements; colors, draws and cuts with accuracy (PH.60.3)
	I can care for myself independently: manages own dressing, grooming and basic hygiene (PH.60.8)
Early Language, Communication & Literacy	I can understand increasingly longer complex sentences that include 3-4 concepts (L.60.3)
	I can use increasingly complex longer sentences including sentences that combine two or three phrases (L.60.6)
	I can initiate, <u>maintain</u> and extend conversations over the course of several turns (L.60.9)
	I can retell familiar stories with prompting and support, including story elements (character, setting, events) (L.60.12)
	I can demonstrate concepts about print (left to right, top to bottom, front to back) (L.60.15)
	I can identify that a book has a title, author, illustrator or photographer (L.60.16)
	I can identify some familiar printed words out of context: PK4 sight word goal 40 (L.60.18)
	I can recognize and name known letters of the alphabet: PK4goal 26 (L.60.20)
	I can make letter-sound connections: PK4 goal 26 (L.60.21)
	I can produce rhyming words or words that have same initial sound (L.60.22)
I can use early developmental spelling (L.60.26)	

INDICATORS are examples of what children should know or be able to do by the end of the year. They are written as "I can" statements.

#### Example

**Domain:** Early Language, Communication & Literacy

**Indicator:** L.60.3 Understand increasingly complex sentences that include 3-4 concepts (e.g., "Plants are living things that will not survive without soil, sunlight and water.")

**I can:** I can understand increasingly longer complex sentences that include 3-4 concepts.

## Standards for the Marking Period

In each developmental area, student progress is monitored through ongoing assessment of standards. Each standard has an indicator for the age 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 mastering a standard (the 1-3 scale). The report card provides the overall progress for the student.

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

Creative Arts	I can create music using their own voices and/or a variety of instruments (CA.60.4)
	I can use a variety of tools and materials to represent ideas through the visual arts (CA.60.5)
	I can assume elaborate roles in dramatic play (CA.60.6)
Early Mathematical Discovery	I can rote <u>count up</u> to 20 (M.60.1)
	I can count and group objects to 10 with one-to-one correspondence (M.60.2)
	I can recognize numerals up to at least 10 (M.60.4)
	I can compare sets of numbers up to 10 (M.60.6)
	I can compare measurable attributes of two or more objects: (bigger/smaller, heavier/lighter, longer/shorter) (M.60.9)
	I can sort, resort and classify the same set of objects based on different attributes (M.60.12)
	I can use relational vocabulary (over, under, next to, beside) to describe the location of an object (M.60.13)
	I can identify and describe basic 2D shapes (circle, square, triangle, rectangle) (M.60.14)
	I can identify and describe basic 3D shapes (sphere, cube, cylinder, prism) (M.60.14)
Early Scientific Inquiry	I can engage in collaborative Investigations to explore cause and affect relationships (S.60.3)
	I can identify a problem, design a solution, test and refine with adult support (S.60.6)
	I can make predictions and conduct simple experiments (S. 60.10)
Cognition	I can engage in high interest activities for 15 minutes or longer (C.60.3)
	I can select and complete new tasks despite some frustration (C.60.16)
	I can generate or seek out multiple solutions to a problem (C.60.17)

**The CT ELDS (Early Learning and Development Standards) are organized by domain. There are eight domains: Social and Emotional Development, Physical Health and Development, Language and Literacy, Creative Arts, Mathematics, Science, Cognition and Social Studies.**

## 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 Early Learning and Development Standards. You can read more information at

[http://www.sde.ct.gov/sde/lib/sde/pdf/bactoschool/ctelds\\_whatchildren\\_birthtofive\\_should\\_know\\_and\\_be\\_able\\_to\\_do.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/bactoschool/ctelds_whatchildren_birthtofive_should_know_and_be_able_to_do.pdf)

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 progress report is a measure of student progress toward meeting the CTELDS 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.