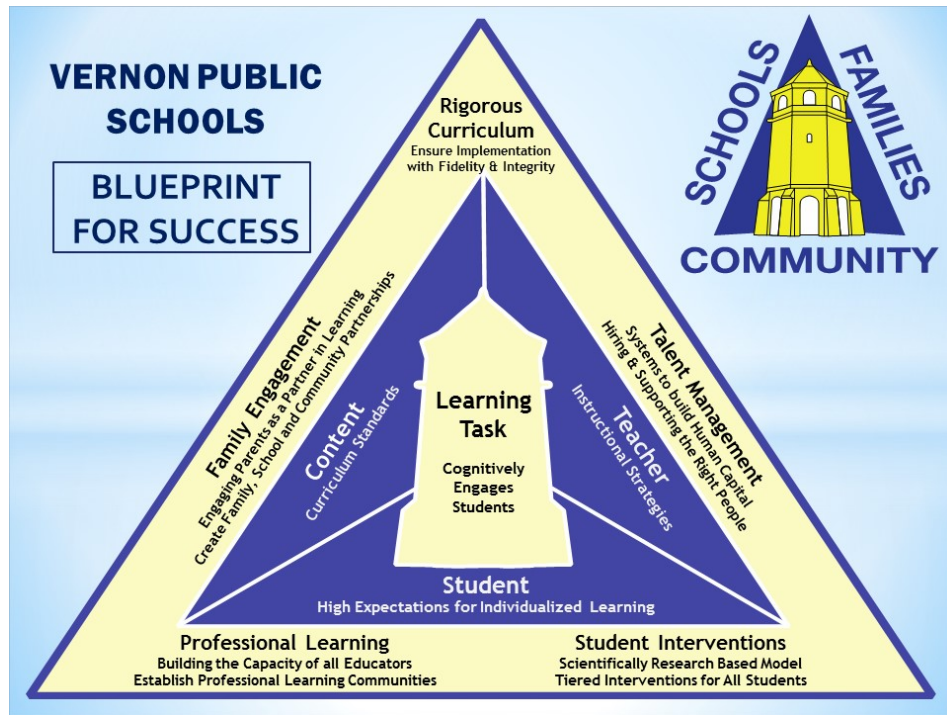


Vernon Public Schools

Family Guide to Standards-Based Report Cards

2019-2020



November 2019

Dear Families,

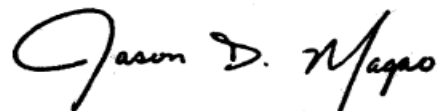
Vernon Public Schools strive to improve education for every student. We recognize that families are our most valuable asset for continued growth and success. The Connecticut Core Standards (<http://ctcorestandards.org>) were created to set high achievement expectations for every student. These standards describe what students should know and be able to do in each academic area. Our goal is help students master each standard by the end of the school year.

Families deserve actionable and meaningful feedback on their children's strengths and challenges in relation to these standards. This feedback will provide families with a clear understanding of where to support students in their learning journey. Therefore, we have embarked on creating a family-friendly Standards Based Report Card over the past year. We will be sending these new report cards home in early December. The report card will provide families valuable information on their student's academic performance as well as work habits known as Skills for Learning.

In addition to providing feedback to families, the report card also serves to help teachers and students in a variety of ways. It gives teachers a wealth of information so they can adjust their instruction and focus on individual students' needs. It also provides opportunities for teachers and students to set individualized goals to achieve mastery of grade-level standards by the end of the school year.

The following documents were compiled to help families better understand our new Standards Based Report Card. Please feel free to contact your child's school or the Director of Teaching and Learning with any questions that may arise.

Sincerely,

A handwritten signature in black ink that reads "Jason D. Magao". The signature is written in a cursive style with a large initial 'J' and 'M'.

Jason D. Magao

Director of Teaching and Learning

jmagao@vernon-ct.gov

Frequently Asked Questions

1. **Should I be concerned if my child is receiving a grade of “AP” during one of the earlier trimesters?**
 - **No, based upon the rigor of the Common Core State Standards, it is not expected for children to master all components of the standards until the end of the school year.**
2. Will the family guide be available on the Vernon Public Schools’ website?
 - Yes, the family report card guide will be linked to the district website at www.vernonpublicschools.org
3. How does a standards-based report card help parents?
 - They create an environment for open and detailed discussions between parents and teachers with the focus on student achievement.
 - They provide the added benefit of keeping teachers and parents focused on student learning goals from the very beginning of the year.
 - They paint a clearer picture for parents on how their students² are currently meeting grade level expectations.
 - They encourage teachers to provide students opportunities to go beyond “grade level.”
4. Why are some boxes shaded gray?
 - Boxes that are grayed out are not taught during that particular trimester and therefore not scored.
5. Are all students going to be receiving a standards-based report card?
 - Yes, for students with accommodations, the content standards remain the same but the method and strategies we use to get them there, differs.
 - For all students with an IEP, a supplemental progress report will be provided outlining what is contained in the goals and objectives and progress toward their achievement.
6. Who should I contact if I have questions about the standards-based report card?
 - You can contact your child’s school or The Director of Teaching and Learning.

Achievement Scale/Grade Scale Explanation

E	<p>Exceeds: Excels at grade level expectation, self-motivated to produce exemplary work</p> <ul style="list-style-type: none">• Demonstrates an in-depth understanding of concepts and skills taught and exceeds required performance• Produces work beyond their grade-level expectations• Requires no support to complete work
M	<p>Meets: Performing at grade-level expectations, produces quality work</p> <ul style="list-style-type: none">• Demonstrates an understanding of concepts and skills taught• Requires minimal support to complete work once taught
AP	<p>Approaching: Progressing toward meeting grade-level expectations</p> <ul style="list-style-type: none">• Develops an understanding of concepts and skills taught• Requires additional support to reach outcomes• Requires moderate support to complete work
LP	<p>Limited progress: Does not meet grade-level expectations</p> <ul style="list-style-type: none">• Demonstrates minimal understanding of skills• Requires teacher direction, significant support and assistance to learn and apply skills, concepts or strategies• Produces work that does not meet grade-level expectations• Requires additional time to complete work

Understanding the Details

Teacher comments will address:

- Student strengths and/or areas for growth and development both academic and behavioral
- Individual student goals and/or action plans regarding how to reach grade level expectations

Vision of the Graduate Skills for Learning:

M – All/Most of the time

S – Some of the time

L – Limited amount of time

The Vision of the Vernon Public Schools is that every graduate is a Critical Thinker, Collaborator, Communicator, Resilient Individual, and Responsible Citizen by the time they graduate high school. We believe that instilling these qualities at every age is imperative for our success. Please refer to the Vision of a Graduate document included in this packet for additional information.

Student scores will be determined by:

- Student work over time
- Daily written or oral tasks
- Application of skills
- Common assessments (quizzes, unit assessments, performance tasks)

Vernon Public Schools

Vision of the Graduate

September 2019

Vision Statement

The Vision of the Vernon Public Schools is that every graduate is a Critical Thinker, Collaborator, Communicator, Resilient Individual, and Responsible Citizen.

Knowledge, Skill or Disposition	Definition or Explanation
Critical thinker	<ul style="list-style-type: none">• Works through difficult challenges with analytic reasoning• Solves novel and complex problems with innovative and creative thinking• Functions as a problem solver by identifying and using appropriate resources, tools and technology to approach and solve challenges• Critically evaluates ideas and evidence by asking relevant questions, analyzing multiple sources of information, identifying and considering the reliability of sources, deliberately questioning competing information, and drawing conclusions
Collaborator	<ul style="list-style-type: none">• Demonstrates openness to different viewpoints while demonstrating respect for others' assets and contributions• Effectively works with, and within, diverse groups to plan, strategize, make decisions, and successfully execute tasks• Seeks and utilizes feedback from others in solving tasks
Communicator	<ul style="list-style-type: none">• Actively listens to understand the perspectives of others• Communicates thoughts and opinions clearly and respectfully• Utilizes multiple communication mediums to express viewpoints effectively to a wide range of audiences for a variety of contexts• Uses technological skills and social media appropriately to meet goals
Resilient Individual	<ul style="list-style-type: none">• Perseveres through challenges and setbacks while embracing failure as an opportunity for growth• Demonstrates flexibility by adapting approaches to the given situation and context taking appropriate risks as necessary• Demonstrates stamina in multiple contexts and persists in completing tasks• Possesses self-confidence and independence
Responsible citizen	<ul style="list-style-type: none">• Recognizes the experiences and needs of others, demonstrating empathy, compassion and respect for all• Communicates and acts with ethics and values• Positively contributes to the quality of classroom, school, community and the environment• Possesses and acts with self-awareness

Mission Statement

The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment where all students become independent learners and productive contributors to society.



Vernon Public Schools

Vernon Elementary School 30 Park Street Vernon, CT 06066

Grade Three Report Card 2019-2020

Attendance	T1	T2	T3	YTD
Absent				
Tardy				
Early Dismissal				

Student:

Teacher:

Achievement Scale/Grade Scale

- E – Student **exceeds** grade level standard, demonstrating an in-depth understanding of concepts and skills taught and exceeding required performance
- M – Student **meets** grade level standard, demonstrating an understanding of concepts and skills taught
- AP – Student is **approaching** grade level standard, developing an understanding of concepts and skills taught
- LP – Student demonstrates **limited progress** towards grade level standard

English Language Arts	T1	T2	T3
Reading Comprehension			
Demonstrates effort			
Reads with accuracy and fluency to support comprehension			
Demonstrates stamina during independent reading			
Uses a variety of reading strategies			
Supports thinking using evidence from the text			
Determines the meanings of unknown words and phrases			
Recounts stories and determines the central message			
Determines the main idea of a text and supporting details			
Knows and uses text features effectively			
Compares and contrasts two texts			
Writing			
Demonstrates effort			
Demonstrates stamina during independent writing			
Organizes and expresses ideas clearly			
Edits and revises written work			
Writes narratives to develop experiences or events			
Writes informative texts that examine a topic and conveys information clearly			
Writes opinion pieces that support a point of view with reasons			
Speaking and Listening			
Demonstrates effort			
Engages effectively in conversations			
Clearly expresses ideas			

Mathematics	T1	T2	T3
Demonstrates effort			
Operations and Algebraic Thinking			
Fluently multiplies and divides facts			
Represents and solves problems involving multiplication and division			
Understands relationships between multiplication and division			
Numbers and Operations in Base Ten			
Rounds whole numbers to the nearest 10 or 100			
Adds and Subtracts within 1000			
Understands place value (hundreds, tens and ones)			
Fractions			
Understands numerators and denominators and how they relate to parts and wholes			
Represents fractions on a number line			
Recognizes and writes equivalent fractions			
Compares fractions			
Measurement and Data			
Solves problems involving measurement			
Understands and applies concepts of time to the nearest minute			
Represents information in a picture or bar graph			
Measures area and perimeter of geometric shapes			
Geometry			
Classifies geometric shapes based on attributes			
Partitions shapes into equal areas			
Science			
Demonstrates effort			
Demonstrates knowledge of facts and understanding of concepts			
Engages in activities and discussions			
Social Studies			
Demonstrates effort			
Demonstrates knowledge of facts and understanding of concepts			
Engages in activities and discussions			

Health (Nutrition, Wellness, Substance Abuse, Safety, Environment)	T1	T2	T3
Demonstrates effort			
Shows knowledge and understanding of content concepts			
Engages in activities and discussions			
Physical Education			
Participates with effort and cooperates			
Shows individual skill development			
Meets classroom expectations			
Art			
Demonstrates effort			
Understands and applies art concepts			
Understands and applies art techniques			
Meets classroom expectations			
Music			
Creating music			
Performing music			
Responding to music			
Meets classroom expectations			

Trimester 1 Comments

Trimester 2 Comments

Vision of the Graduate Skills for Learning
M – All/Most of the time
S – Some of the time
L – Limited amount of time

Skills for Learning	T1	T2	T3
Utilizes problem solving skills			
Perseveres through challenges			
Demonstrates flexibility by adapting to situations			
Demonstrates organizational skills			
Effectively works with others			
Resolves conflicts appropriately			
Actively listens to others			
Communicates respectfully to others			
Demonstrates compassion and empathy towards others			
Positively contributes to the quality of classroom and school			

Trimester 3 Comments

Resources

Connecticut Core Standards - <http://ctcorestandards.org>

Connecticut State Department of Education - <https://portal.ct.gov/SDE/Math/Mathematics>;

<https://portal.ct.gov/SDE/Language-Arts/Literacy-English-Language-Arts>

Great Schools - <https://www.greatschools.org/>

Norwich Public Schools - <https://www.norwichpublicschools.org/>