

REGIONAL SCHOOL DISTRICT #10
PARENT INFORMATION GUIDE
Grade Five Standards-Based Report Cards
2017-2018 School Year

This guide is for parents of children in fifth grade with information about the new standards-based report card. It has been designed to answer common questions about reporting and grading aligned to academic standards.

Standards-Based Fifth-Grade Report Card

Our fifth-grade, standards-based report cards are aligned to the adopted Common Core Learning Standards and reflect updates in our curriculum and instruction. These report cards include category titles and descriptors reflecting the Common Core Learning Standards and learning behaviors reflecting student skills necessary to be a successful learner.

On your child's report card the priority standard for each area is assessed. Under that area, you will find a description of the skills and concepts that the students will be taught during the current school year. These descriptions are based on the Connecticut Core Standards for each grade level and reflect end of the year expectations. (Please see example of report card)

Achievement Levels

Each academic standard listed on the report card will be evaluated as follows:

M- *Meets Standard*- independently and consistently achieves grade level standards;

P- *Progressing Toward Standard*- is able to achieve grade level standards with assistance or support;

NY- *Not Yet*- is not yet able to perform at grade level standard.

The standards listed on the report card are end-of-year competencies, so it will not be unusual for students to be “progressing towards the standard” at the beginning of the year, with proficiency or beyond by year's end.

The expectations for each standard grows over time. A child can be **Meeting** an expectation at the November marking period however; if the same rate of learning does not occur, a student may be at the **Progressing** or **Not Yet** point on the same standard at the next marking period.

Social and Academic Behaviors

In an effort to provide a clear understanding of the students' social and academic behaviors, we have two means to communicate this information to both parents and students.

In the core classes – language arts, mathematics, social studies, and science – comment boxes have been created for teachers to communicate progress in how your child is engaging in the learning process.

In the specialty area classes, we have included a section on the report card entitled “Approaches to Learning” to communicate your child is engaging in the learning process in those classes. In that section, the academic and social skills will be evaluated in the following manner:

3- Consistently Meets Expectation

2- Moving Toward Expectation

1- Experiencing Difficult

