



ELPS Family University

Understanding Your Child's Standards Based
Report Card- Elementary School

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Assistant Superintendent, East Lyme Public Schools

Presentation Panel & Overview

Name	Role	School	Topic
Sue Muir	Math Coach	Niantic Center	Understanding Math Domains & Standards
Lisa Vaudreuil	3rd Grade Teacher & STEM Curriculum Fellow	Flanders	Critical Vocabulary in Math Standards
Melissa Ewers	Literacy Coach	Flanders	Understanding Literacy Standards
Laura Moore	1st Grade Teacher & Humanities Curriculum Fellow	Flanders	Critical Vocabulary in Literacy Standards
Laura Tiffany	Special Education Teacher	Lillie B Haynes	Special Education Considerations
Stacey Muscarella	Systems & Operations Analyst	Central Office	Accessing SBRC via Infinite Campus



ELPS SAMPLE REPORT CARD GRADES K-2 (PAGE 1)

East Lyme
Grade 01 Report Card
2021-2022
Page 1 of 3

Student: _____
Homeroom: _____
School: _____

Attendance information is reported in this area.

Academic Performance Levels used to report students' academic and personal development are defined here.

Attendance Summary By Term:

1st		2nd		3rd
Absent	Tardy	Absent	Tardy	Absent
0	0	0	0	0

Academic Performance Level for Elementary K-1 21-22				
Name	MEETS: Student consistently demonstrates an understanding of the standard, concepts and skills at this time.	APPROACHING: Student is approaching an understanding of the standard, concepts and skills at this time.	NOT YET MEETING: Student does not yet demonstrate an understanding of the standard, concepts and skills at this time.	NOT APPLICABLE: Not an applicable standard at this time.
Score	3	2	1	NA

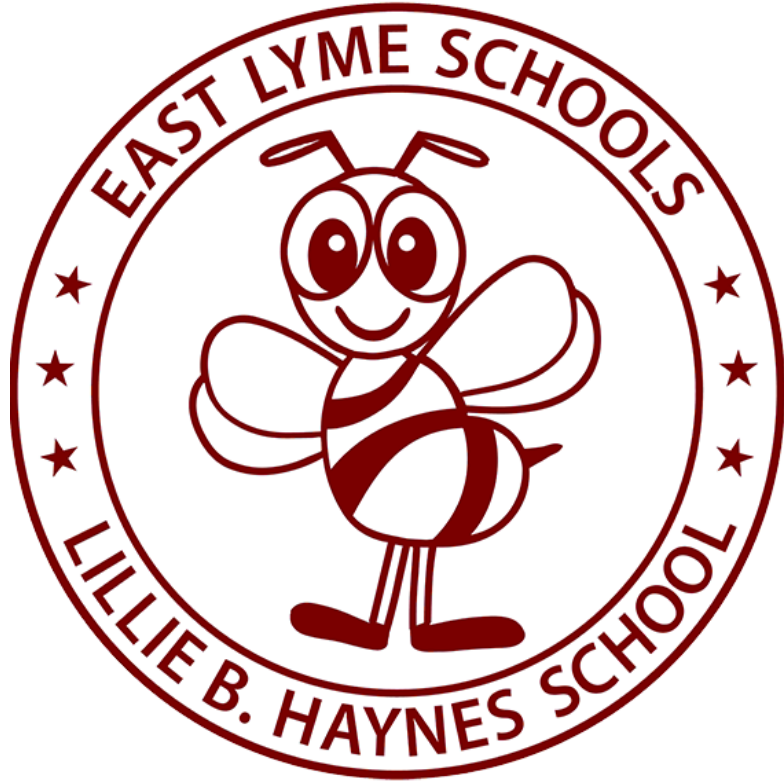
SOCIAL/PERSONAL DEVELOPMENT			
			Term
			1st 2nd 3rd
I can demonstrate problem-solving skills.			
I can demonstrate cooperation.			
I can demonstrate kindness.			
I can demonstrate respect for others.			

WORK HABITS			
			Term
			1st 2nd 3rd
I can follow directions.			
I can use time effectively.			
I can work independently.			
I can organize materials.			
I can demonstrate best effort.			

ENGLISH LANGUAGE ARTS			
			Term
			1st 2nd 3rd
READING LITERATURE			
I can ask and answer questions about key details in text. (RL.1.1)			
I can retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2)			
I can identify words and phrases that suggest feelings or appeal to the senses. (RL.1.4)			
I can compare and contrast the adventures and experiences of characters in stories. (RL.1.9)			
With help, I can read prose and poems. (RL.1.10)			

ENGLISH LANGUAGE ARTS			
			Term
			1st 2nd 3rd
READING INFORMATIONAL TEXT			
I can ask and answer questions about key details in a text. (RI.1.1)			
I can identify the main topic and retell key details of a text. (RI.1.2)			
I can ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)			
I can identify basic similarities and differences between two texts on the same topic. (RI.1.9)			
With help, I can read informational texts. (RI.1.10)			
WRITING			
With help, I can recall information from experiences or gather information from provided sources to answer a question. (W.1.8)			
SPEAKING & LISTENING			
I can participate in collaborative conversations with diverse partners. (SL.1.1)			
READING FOUNDATIONAL SKILLS			
I can know the spelling-sound correspondences for common consonant digraphs (wh, ch, sh, th, ck). (RF.1.3a)			
I can decode regularly spelled one-syllable words. (RF.1.3b)			
I can identify final -e and common vowel team conventions for representing long vowel sounds. (RF.1.3c)			

"I CAN" statements can be found on reports cards for grades K-2. They have been developed by teachers throughout the district to help students and parents understand which strategies and skills are taught and assessed at the end of each report card period. You may also refer to these "I Can" statements as the grade level targets.



Why Use a Standards Based Report Card?

Celebrate Strengths & Focus on Learning over Time

K-1

Name	MEETS: Student consistently demonstrates an understanding of the standard, concepts and skills at this time.	APPROACHING: Student is approaching an understanding of the standard, concepts and skills at this time.	NOT YET MEETING: Student does not yet demonstrate an understanding of the standard, concepts and skills at this time.	NOT APPLICABLE: Not an applicable standard at this time.
Score	3	2	1	NA

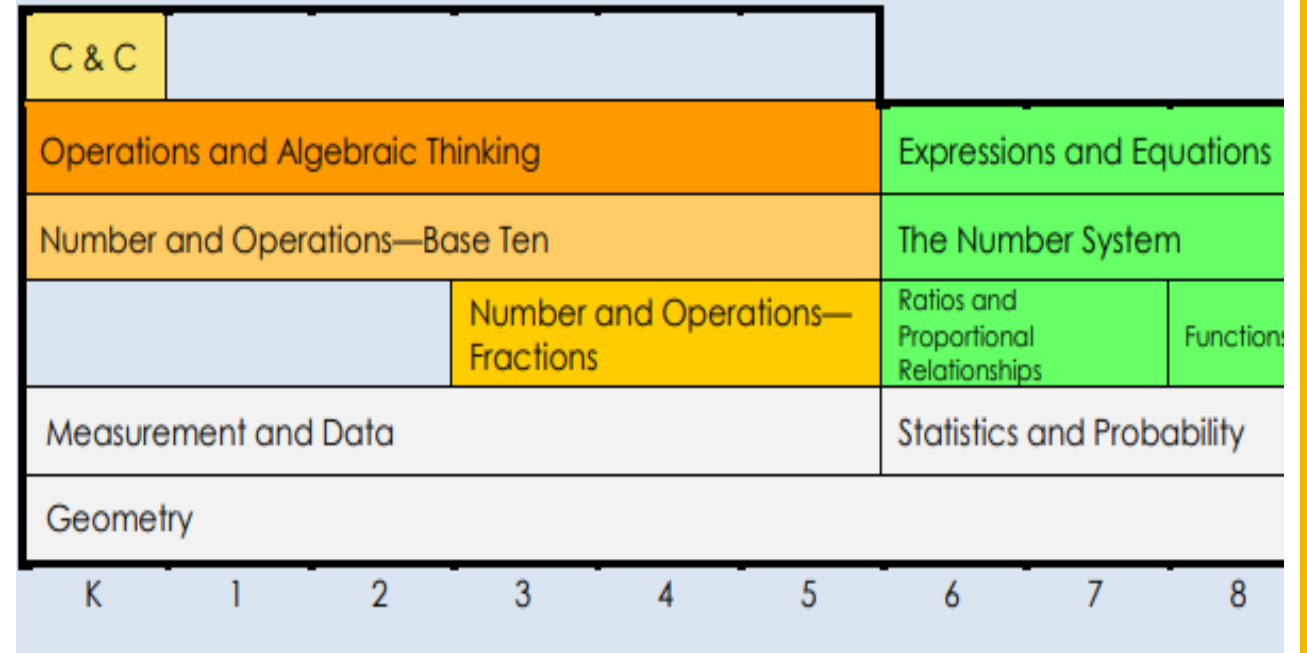
2-4

Name	MEETS: Student consistently demonstrates an independent understanding of the standard, concepts and skills at this time.	APPROACHING: Student is approaching an independent understanding of the standard, concepts and skills at this time.	NOT YET MEETING: Student does not yet demonstrate an independent understanding of the standard, concepts and skills at this time.	NOT APPLICABLE: Not an applicable standard at this time.
Score	3	2	1	N/A

Elementary Math Domains

- Counting and Cardinality Gr. K
- Operations and Algebraic Thinking
- Numbers and Operations-Base Ten
- Measurement and Data
- Geometry

CCSSM Domain Picture of Mathematical Content



Elementary Math Standards

	1st	2nd	3rd
OPERATIONS & ALGEBRAIC THINKING			
I can use strategies to solve addition word problems. (2.OA.1)			
I can use strategies to solve subtraction word problems. (2.OA.1)			
NUMBER & OPERATIONS IN BASE TEN			
I can read and write numbers to 1,000 in different ways. (2.NBT.3)			
I can compare three-digit numbers using <, =, and >. (2.NBT.4)			
I can add and subtract two-digit numbers. (2.NBT.5)			
I can add and subtract three-digit numbers (2.NBT.5)			
MEASUREMENT & DATA			
I can compare the length of two different objects using standard units. (2.MD.4)			
I can use addition and subtraction to solve measurement problems. (2.MD.5)			
I can tell time using an analog and a digital clock to the nearest five minutes. (2.MD.7)			
I can count money to help me solve word problems. (2.MD.8)			
I can create and interpret graphs. (2.MD.9)			
GEOMETRY			
I can name and draw shapes. (2.G.1)			
I can divide shapes into equal parts. (2.G.3)			
MATH FACTS			
I can fluently add within 20.			
I can fluently subtract within 20.			

Domain

Standard

- Each grade-level standard falls within one of the previous domains.
- Math facts include fact fluency for all grade levels.
- Each grade level has their own expectations for fact fluency by the end of the school year.

How Teachers Assess Math



- Math is assessed using many data points including:
 - Unit Assessments
 - Classroom Work
 - Math Journals
 - Exit Tickets from Lessons
 - Classroom Discussions
 - Student Conferences
 - Benchmark and District Assessments

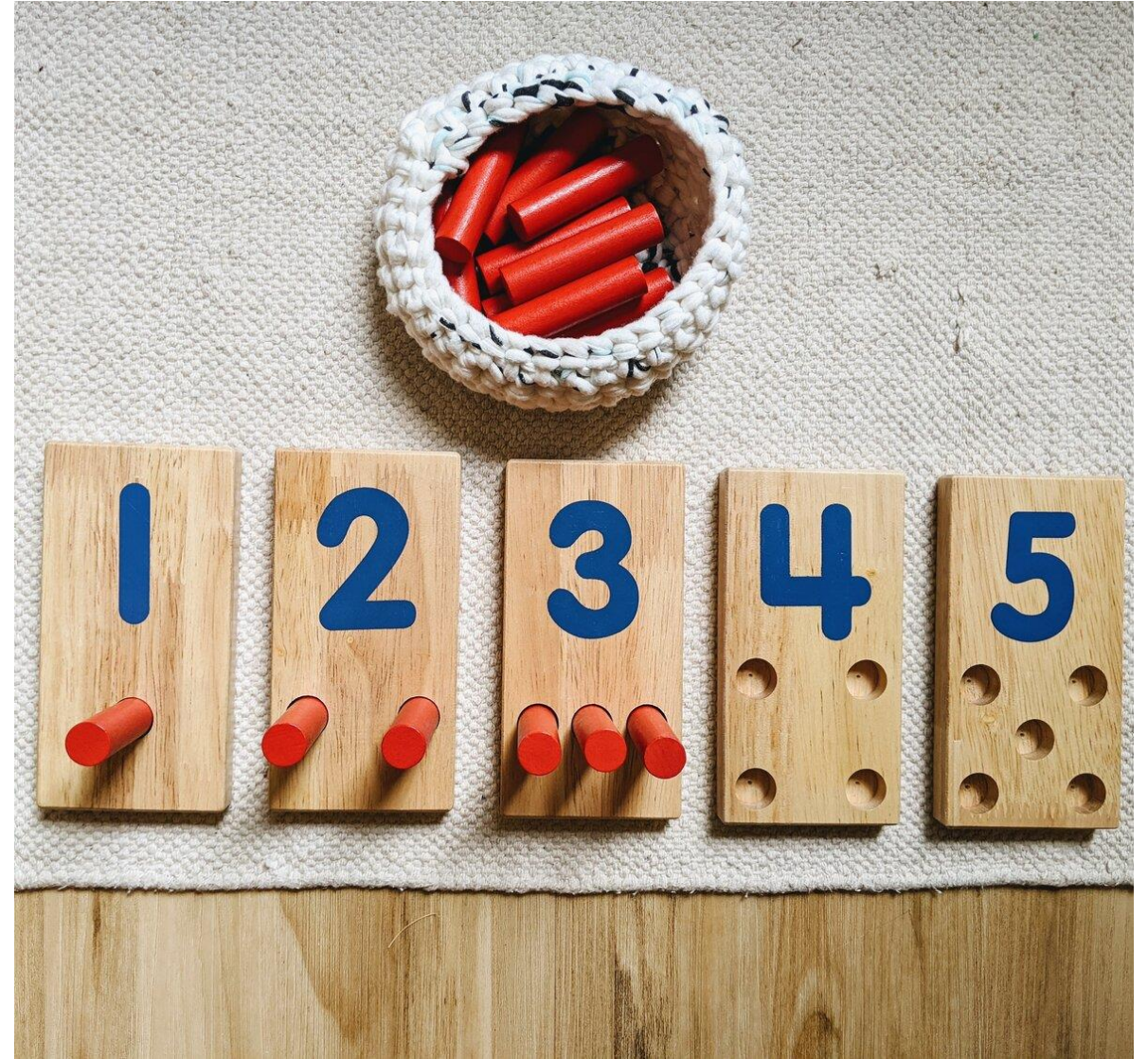
*For more information on the Connecticut Common Core State Standards visit: <https://portal.ct.gov/SDE/CT-Core-Standards/CCSS-Overview>

Math Standard Concepts

Kindergarten Math Standard Vocabulary

One-to-One correspondence

- Students being able to count, a group of objects, one at a time, and know, that the number they land on, is the amount or quantity of objects



Math Standard Concepts

Kindergarten Math Standard Vocabulary

Compose & Decompose Numbers

- Compose, students use groups of, a group of 4 **plus** a group of 5, and, when they put them together, it equals 9.
- Decompose, students will take a group of objects, and understand, that if they split them into 2 groups, one group of 4, and one group of 5, it equals 9.



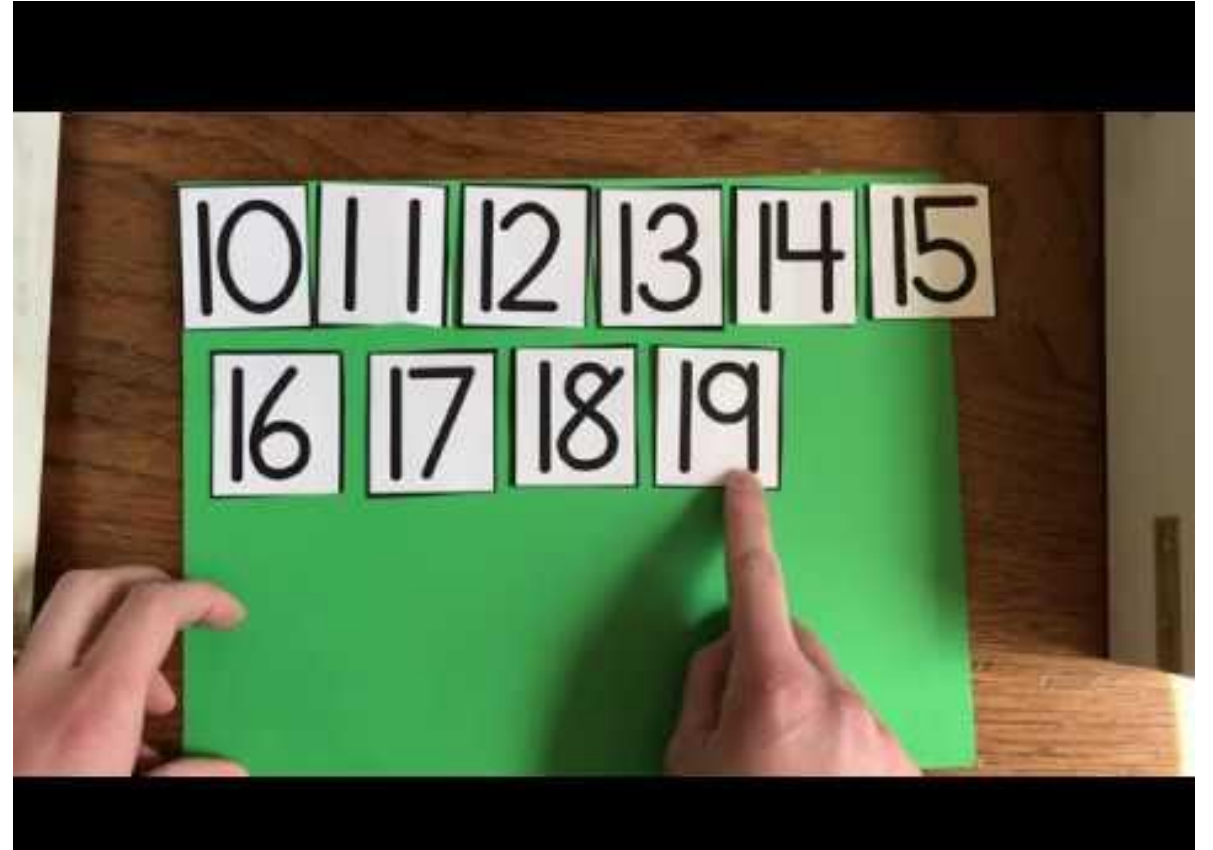
Math Standard Concepts

Kindergarten Math Standard Vocabulary

Use place value to understand teen numbers 11-19

- Knowing that 10 plus some ones equals a teen number

For example, $10 + 5 = 15$ and then $15 = 10 + 5$



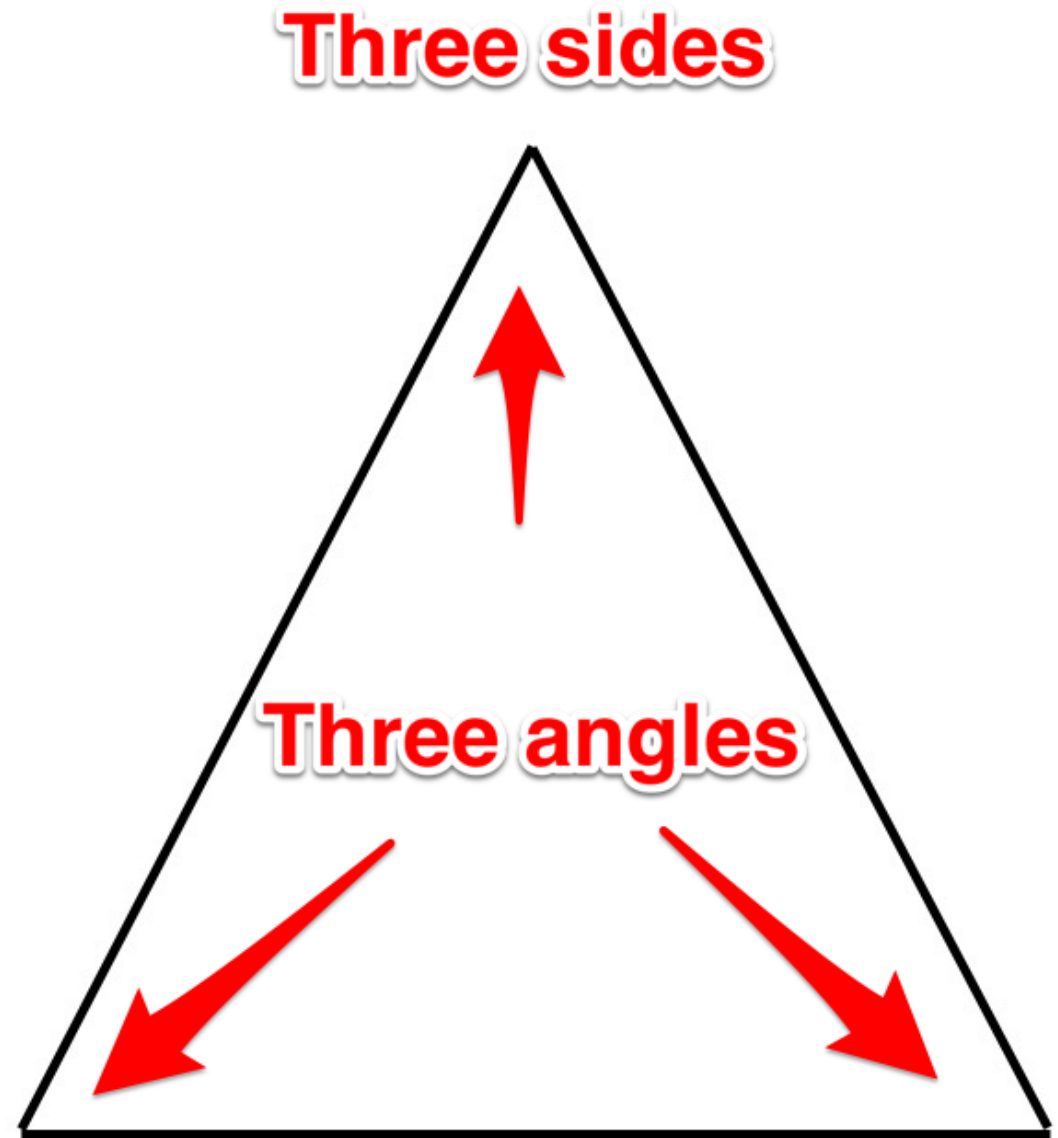
Math Standard Concepts

Kindergarten Math Standard Vocabulary

Measurable attributes of shapes

- Focusing on how many sides? How many corners/vertices? How many angles?

For example, a triangle has 3 sides, corners, and angles



Math Standard Concepts

Kindergarten Math Standard Vocabulary

Positional words

- Being able to decide positions of objects

For example: before, after, next to, below, above, top, bottom



Math Standard Concepts

Grades 1 & 2 Math Standard Vocabulary

Strategies to solve addition & subtraction word problems

- 1st grade is working within 10 for fluency and within 20 for addition and subtraction word problems
- 2nd grade is working within 20 for fluency and within 100 for adding and subtracting two-digit numbers



Math Standard Concepts

Grades 1 & 2 Math Standard Vocabulary

Place value understanding and number sense

- 1st grade – knowing numbers and the counting sequence within 120

For example, $115 = 100 + 10 + 5$

Also, being able to count and understand that 98 is equal to 9 tens plus 8 ones

- 2nd grade – knowing the counting sequence for numbers within 1000

For example, $354 = 3 \text{ hundreds} + 5 \text{ tens} + 4 \text{ ones}$

Also, knowing that it equals $300 + 50 + 4$



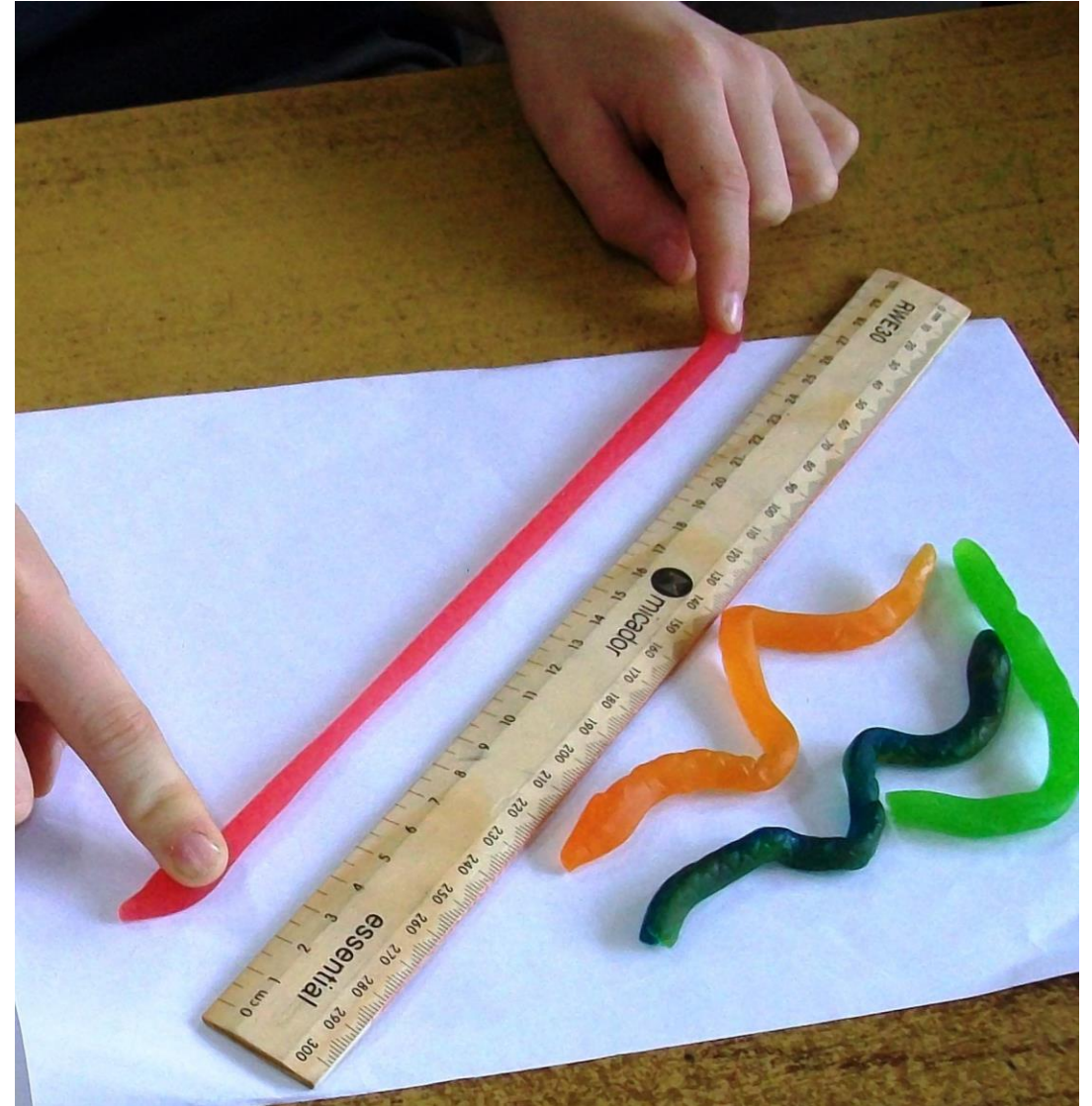
Math Standard Concepts

Grades 1 & 2 Math Standard Vocabulary

Relate addition & subtraction to length measurement

- Students work with all length measures, both US standard and metric For example, if a student was to measure the length of one desk, and it equal 16 inches, then 2 desks would be $16 + 16$, which equals 32 inches

Tell time and count money



Math Standard Concepts

Grade 3 Math Standard Vocabulary

Represent & solve problems involving multiplication & division

- Students will know whether a problem is a multiplication or a division problem

For example, I have 5 bikes and 2 wheels on each bike. How many wheels in all?

I have 12 bikes and there's 2 wheels on each bike. How many bikes do I have?

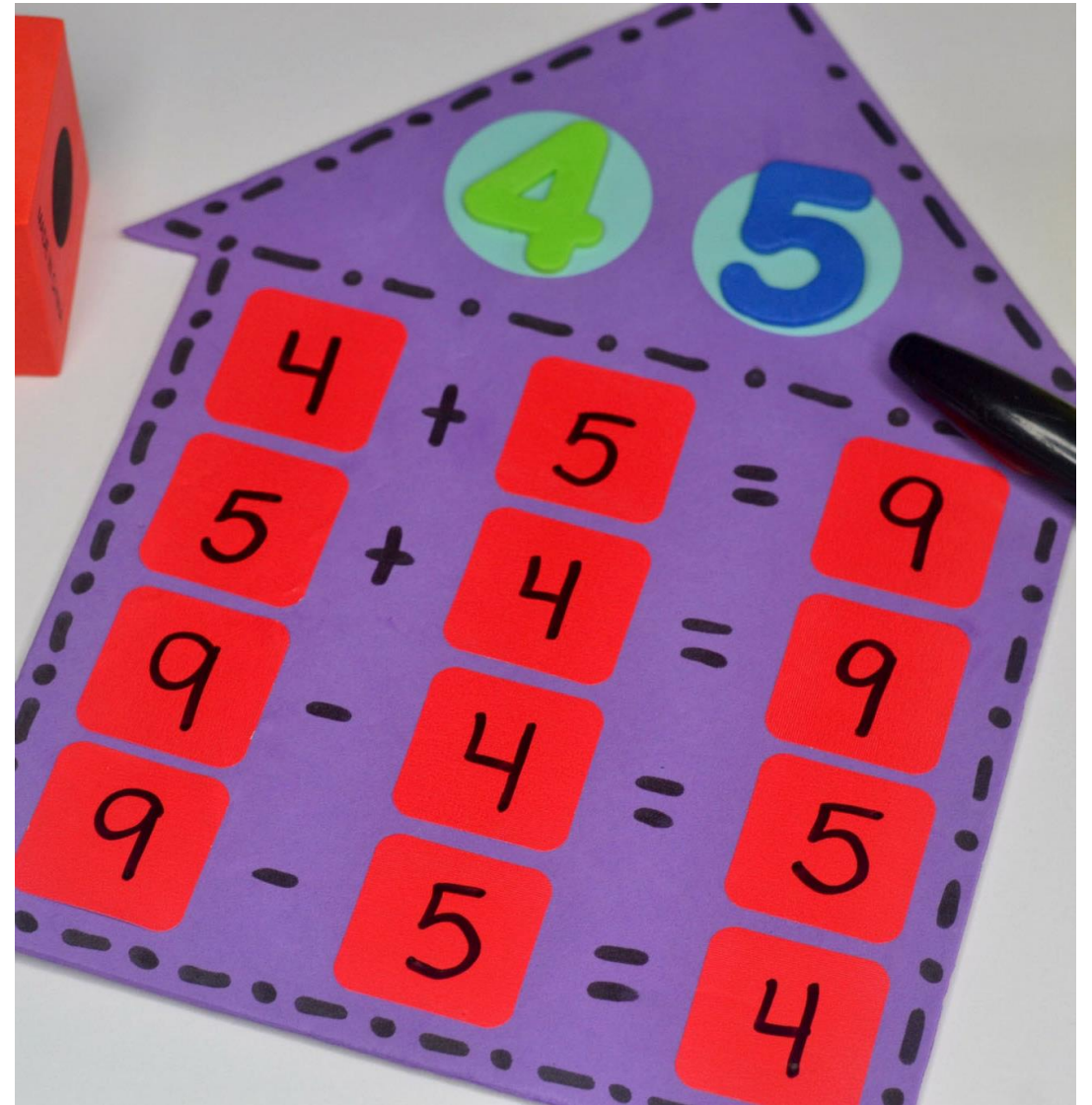


Math Standard Concepts

Grade 3 Math Standard Vocabulary

Understand properties of multiplication and the relationship between multiplication and division

- This is the inverse operation/properties of operations; this helps students solve fact families



Math Standard Concepts

Grade 3 Math Standard Vocabulary

Using area as an application for multiplication and division

- A student has a rectangle with a length of 4 and a width of 3, the student may start off with tiling and then understand, length **times** width (pause) $4 \times 3 = 12$

Area of a Rectangle

$$A = l \times w$$

Width (w)

Length (l)

Math Standard Concepts

Grade 3 Math Standard Vocabulary

Understand unit fractions & equivalent fractions using visuals to order & compare fractions


- Students understand unit fractions and equivalent fractions using visuals, they also learn to order and compare fractions

An example is, a student partitions, or divides, a circle into 2 equal parts. Each part is a unit fraction and is one half

Example:

To compare $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{1}{6}$, look at the denominators, 4, 3, and 6.

Since $6 > 4 > 3$,

$$\frac{1}{3} > \frac{1}{4} > \frac{1}{6}$$


Math Standard Concepts

Grade 3 Math Standard Vocabulary

Fluently multiply and divide within 100

- Students are expected to be fluent within 100.



Math Standard Concepts

Grade 4 Math Standard Vocabulary

Represent & solve problems involving all 4 operations

- Students will create number models that accurately relate to problems they're solving



Math Standard Concepts

Grade 4 Math Standard Vocabulary

Larger multiplication problems (2-digit by 1-digit and 2-digit by 2-digit)

*see model

- The problem I'm going to solve is 26×5

Larger division problems (2 – and 3-digit divided by 1-digit)

*see model

Parts of Multiplication

$$\begin{array}{r} 15 \\ \times 2 \\ \hline 30 \end{array}$$

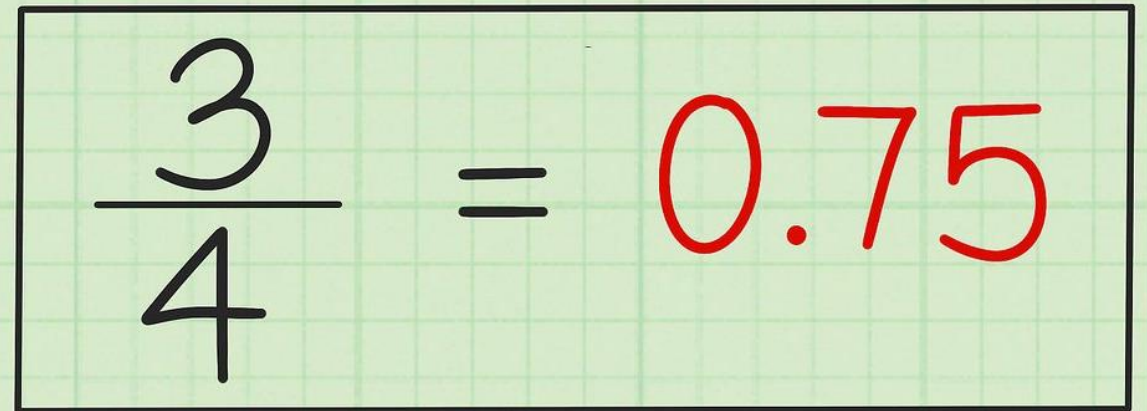
multiplicand
multiplier
product

Math Standard Concepts

Grade 4 Math Standard Vocabulary

Fractions & decimals

- Students continue the work in 3rd grade, and they learn to add, subtract, and multiply fractions. They also work with fractions and decimals; they will make equivalent fractions and decimals and convert between fractions and decimals and identify equivalent tenths and hundredths

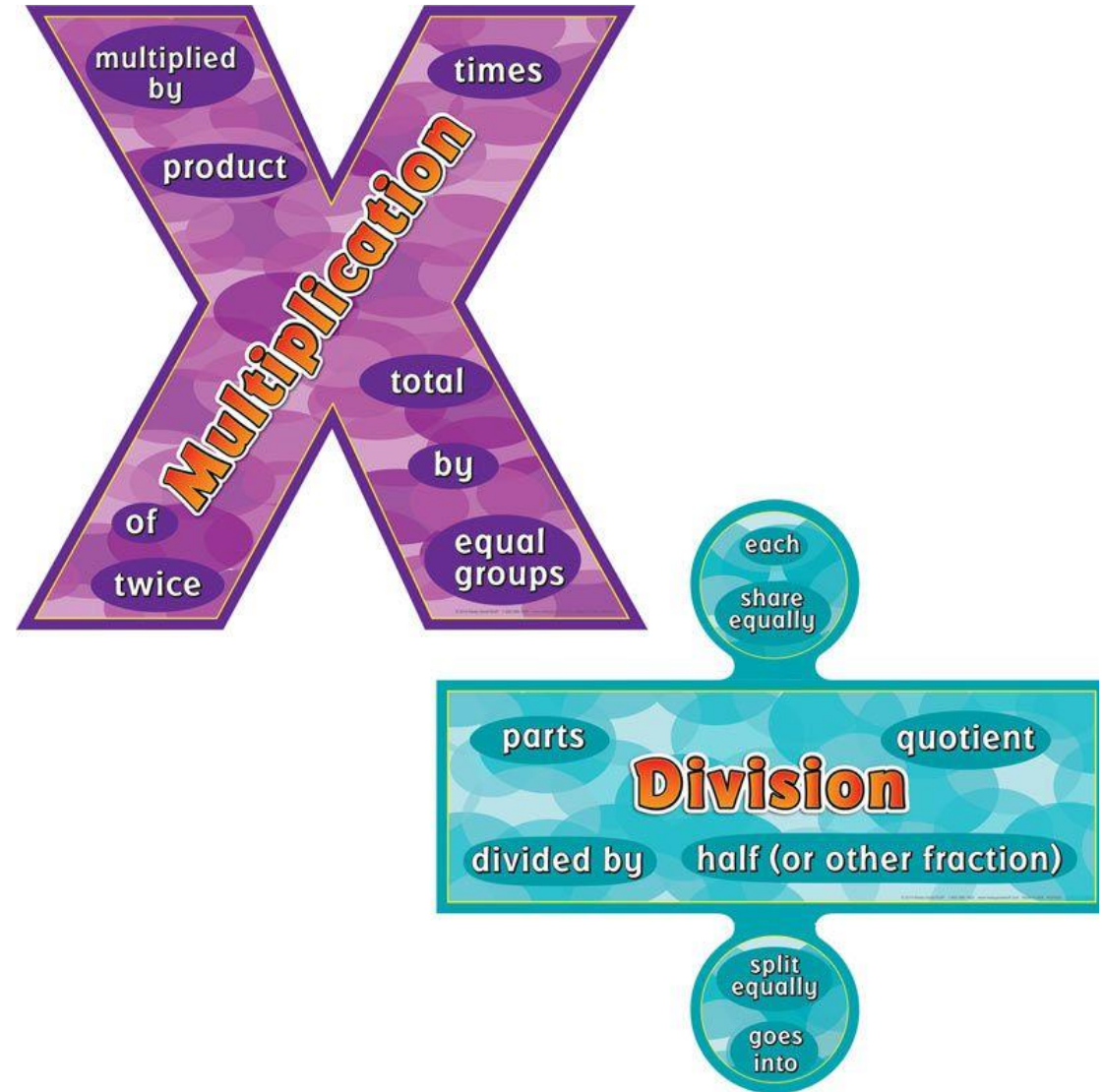

$$\frac{3}{4} = 0.75$$

Math Standard Concepts

Grade 4 Math Standard Vocabulary

Fluently multiply and divide within 100

- Students are expected to be fluent within 100 and also be able to represent and solve problems using all 4 operations.



What do the ELA standards cover?

The ELPS Standards-Based Report Card Addresses Priority Standards

- Reading (Literature and Informational)
- Writing
- Foundational Reading Skills
- Speaking and Listening
- Language



Reading Anchor Standard 1

This Looks Like:

- Reading carefully
- Answering questions right from the text
- Figuring out ideas that are not directly stated in the text
- Giving examples and evidence from the text that prove answers and ideas

English Language Arts
<u>Reading Literature</u>
I can ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL.2.1)
I can describe how words and phrases supply rhythm and meaning in a story, poem, or song. (RL.2.4)
I can read and understand stories at my grade level. (RL.2.10)
<u>Reading Informational Text</u>
I can ask and answer questions to show that I know what I read. (RI.2.1)
I can use strategies to figure out the meaning of words. (RI.2.4)
I can compare and contrast two texts on the same topic. (RI.2.9)
I can read and understand informational texts at my grade level. (RI.2.10)

Reading Anchor Standard 4

This looks like:

- Noticing special words and phrases
- Figuring out why the author uses special words and phrases
- Figuring out the meaning of unknown vocabulary words

English Language Arts	1st	2nd
<u>Reading Literature</u>		
I can ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL.2.1)		
I can describe how words and phrases supply rhythm and meaning in a story, poem, or song. (RL.2.4)	N/A	
I can read and understand stories at my grade level. (RL.2.10)	N/A	N/A
<u>Reading Informational Text</u>		
I can ask and answer questions to show that I know what I read. (RI.2.1)		
I can use strategies to figure out the meaning of words. (RI.2.4)	N/A	N/A
I can compare and contrast two texts on the same topic. (RI.2.9)	N/A	N/A
I can read and understand informational texts at my grade level. (RI.2.10)	N/A	N/A

Reading Anchor Standard 10

This looks like:

- Reading a wide variety of texts
- Reading grade level texts accurately
- Understanding grade level texts

English Language Arts	1st	2nd
<u>Reading Literature</u> I can ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL.2.1)		
I can describe how words and phrases supply rhythm and meaning in a story, poem, or song. (RL.2.4)	N/A	
I can read and understand stories at my grade level. (RL.2.10)	N/A	N/A
<u>Reading Informational Text</u> I can ask and answer questions to show that I know what I read. (RI.2.1)		
I can use strategies to figure out the meaning of words.(RI.2.4)	N/A	N/A
I can compare and contrast two texts on the same topic. (RI.2.9)	N/A	N/A
I can read and understand informational texts at my grade level. (RI.2.10)	N/A	N/A

Writing Anchor Standard 8

This looks like:

- Reading informational text and collecting important ideas to use for writing
- Using reading to write information
- Using reading to write about an opinion
- Writing stories

English Language Arts	1st	2nd	3rd
<u>Writing</u> In narrative writing, recall relevant information for experiences or gather relevant information from print and digital sources. (W.3.8)			
In informational writing, recall relevant information for experiences or gather relevant information from print and digital sources. (W.3.8)	N/A		
In informational writing, take brief notes on sources and sort evidence into provided categories. (W.3.8)	N/A		
In opinion writing, recall information from experiences or gather information from print and digital sources. (W.3.8)	N/A	N/A	
In opinion writing, take brief notes on sources and sort evidence into provided categories. (W.3.8)	N/A	N/A	

Foundational Reading Skills

Anchor Standards 3 & 4

This looks like:

- Having grade-appropriate phonics skills
- Using reading strategies to figure out unknown words
- Reading with expression and phrasing
- Reading at a grade-appropriate speed

Kindergarten

Reading Foundational Skills

I can demonstrate understanding of the organization and basic features of print. (RF.K.1)

I can demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.K.2)

I know and can apply grade-level phonics and word analysis skills in decoding words. (RF.K.3)

I can read emergent-reader texts and understand what I read. (RF.K.4)

Grades 1-3

Reading Foundational Skills

I know and apply grade-level phonics and word analysis skills in decoding words. (RF.2.3)

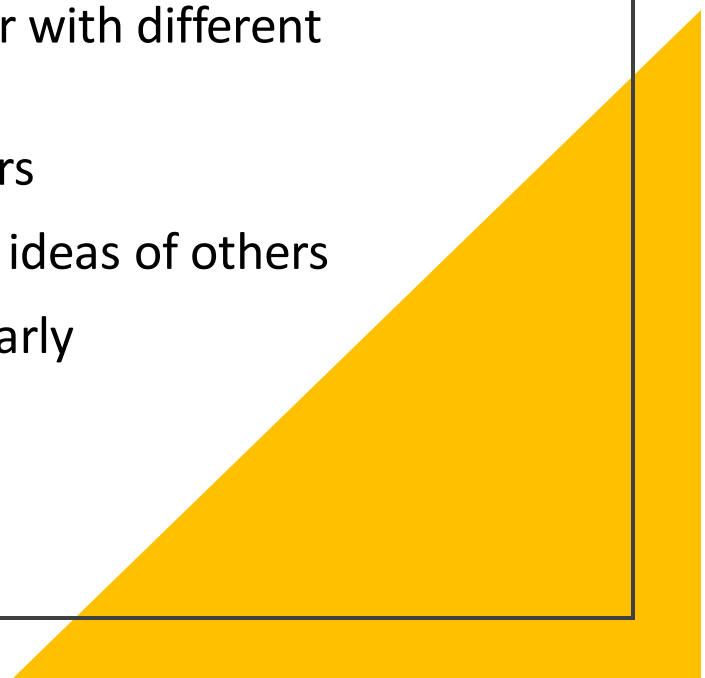
I can read accurately and fluently to support comprehension. (RF.2.4)

Speaking and Listening Anchor Standard 1

Speaking & Listening

I can participate in collaborative conversations with diverse partners in small and whole groups.
(SL.2.1)

This looks like:

- Working together with different partners
 - Listening to others
 - Adding on to the ideas of others
 - Sharing ideas clearly
- 
- A large yellow triangle is positioned in the bottom right corner of the slide, pointing towards the top right.

Language Anchor Standard 5 & 6

This looks like:

- Understanding and using important vocabulary
- Understanding figurative language
- Knowing how words are related
- Understanding nuances between similar words

<u><i>Language</i></u>
I can demonstrate understanding of word relationships and meanings. (L 1. 5)
I can use words and phrases acquired through conversations, reading, being read to, and responding to texts. (L 1.6)

How Teachers Assess Literacy Skills



- Classroom work
- Observations of class discussion
- Writing samples
- Benchmark assessments
- Foundations unit tests and work samples
- Lexia Core5 progress

ELA Standard Vocabulary: Kindergarten

- Features of print
- Phonemes
- Phonics
- Decoding
- Syllables
- Emergent readers



Phonemes

T

B

M

ELA Standard Vocabulary: Kindergarten

- Features of print
- Phonemes
- Phonics
- Decoding
- Syllables
- Emergent readers



Syllables

SPIDER

BASKETBALL

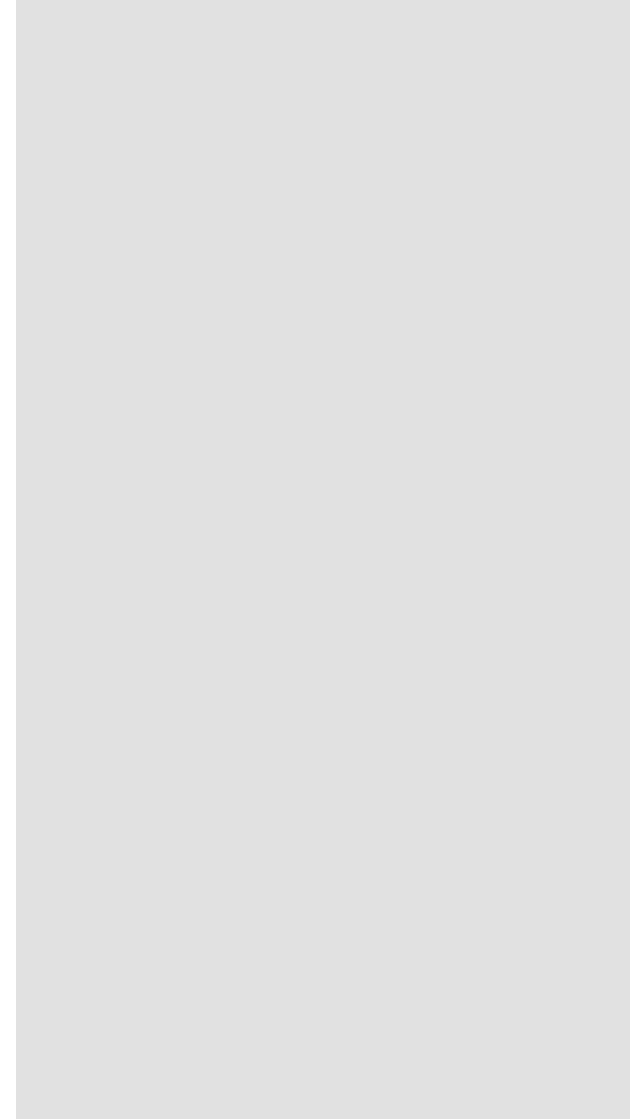
UNEXPECTED

Decoding

MOP
M-O-P

HAT
H-A-T

Emergent Readers



ELA Standard Vocabulary: Grades 1-2

- Phonics
- Phonemes
- Syllables
- Features of Print
- Decoding
- Key Details
- Fluency
- Comprehension
- Word Analysis Skills
- Vocabulary



Fluency

The hall was such a big mess!

ELA Standard Vocabulary: Grades 1-2

- Phonics
- Phonemes
- Syllables
- Features of Print
- Decoding
- Key Details
- Fluency
- Comprehension
- Word Analysis Skills
- Vocabulary



ELA Standard Vocabulary: Grades 3-4

- Phonics
- Decoding
- Word Analysis Skills
- Comprehension
- Key Details
- Figurative Language
- Inferences
- Scaffolding
- General and Domain Specific Words



Figurative Language

Idioms:

It was raining cats and dogs.

Metaphor:

They have a heart of gold.

Inference



ELA Standard Vocabulary: Grades 3-4

- Phonics
- Decoding
- Word Analysis Skills
- Comprehension
- Key Details
- Figurative Language
- Inferences
- Scaffolding
- General and Domain Specific Words



General and Domain Specific Words

General

Examine
Value
Contrast
Solution
Typical
Recognize

Domain Specific Words

Photosynthesis
hibernation
data
abstract



Special Education Considerations

- Students' case managers consult with classroom teachers when they are completing report cards to ensure calibration regarding students' goals and growth.
- Over the course of the school year, IEP progress reports will begin to align with the SBRC schedule.
- Report cards and IEP progress reports should be reviewed together.

Accessing the Report Card in Infinite Campus

[Accessing Campus Parent Portal](#)

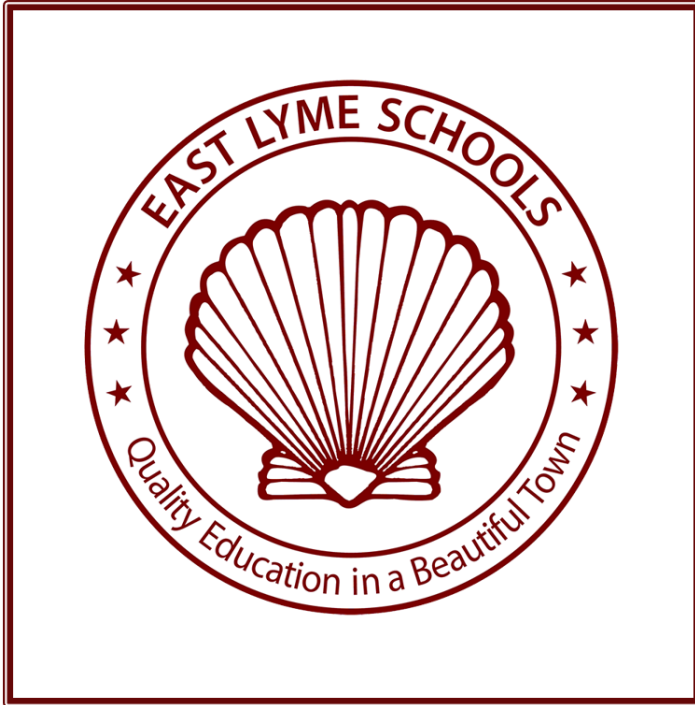


[Viewing Student Grades by Term
or all Terms](#)



[Viewing Elementary Report in PDF](#)





A FAMILY'S GUIDE TO STANDARDS-BASED REPORT CARDS

East Lyme Public Schools

Resources

- Family Guide & Videos are Available on the ELPS Website
- Reach out to your classroom teacher with any questions.

Thank You!

