

The standards-based reporting indicators of student performance are as follows:



Indicators of Student Performance

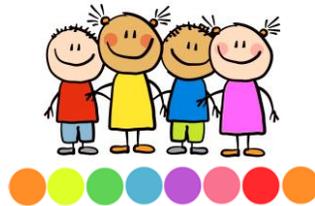
M = Meeting end of the year grade level standards while working independently with concepts and skills
P = Progressing toward end of year grade level standards
B = Beginning to demonstrate progress towards grade level standards; may need additional support
NI = This standard has not yet been introduced.

Behavior Indicators that Contribute to a Learning Community and Academic Success Habits

C = Consistent
I = Inconsistent

Still Have Questions?

We are here to help! Additional information regarding JTPS's standards-based report card can be obtained by contacting your child's teacher or the school office.



John Trumbull Primary School's Vision Statement:

We are a family of learners dedicated to nurturing a strong sense of self among all students, staff, family, and community members.

John Trumbull Primary School



Elementary Standards-Based Report Card Information Family Guide



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An overview...

The purpose of the report card is to communicate student learning progress to parents and guardians. It is based on end of the year grade level expectations. The indicators identify learning successes and areas that need improvement.

The format of the standards-based report card is such that there are clusters of standards in each grade-level content area. The report card demonstrates how your student is progressing towards mastering the standards over the course of the entire school year. It is important to note that the standards represent 'end of year' expectations. The standards-based report card benefits all stake-holders; students, teachers, parents, and guardians.

JTPS's teachers work hard daily to allow students to be aware of what is expected of them by posting "I can..." statements before each lesson. Students are familiar with these goals and try to "hit their target" for each lesson. It puts each student in charge of their own learning!

We at JTPS believe it is important for you to understand what is expected of your child and how well he or she is progressing toward meeting the standards at his or her grade level. This standards-based report card allows for that.

We look forward to working together to inspire, challenge, and prepare your child with 21st century skills and college and career readiness.

Q: What are the CCSS?

A: The CCSS provide a consistent, clear understanding of what students are expected to learn and be able to do. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers.

There are CCSS in the areas of English Language Arts and Mathematics. For more information about the standards, please visit: <http://www.corestandards.org>.

Social Studies and Science do not have specific Common Core content standards at this time. However, several Common Core literacy standards, especially related to nonfiction reading and writing, do apply directly to these subjects.

Q: What will a standards-based report card tell you about your child?

A: Standards-based report cards are designed to inform students and families about specific skill achievement as measured against the CCSS. In a standards-based learning environment, teachers are better able to identify specific student strengths and weaknesses, thereby permitting a more informed approach to individual student instruction. The standards-based reporting scale is not a linear scale that correlates to a numerical percentage, such as a 4 or a 3. Rather, it is progressive and allows students to think of their learning on a growing continuum.

Q: Why are *Behaviors that Contribute to a Learning Community and Academic Success Habits* assessed?

A: These are critical behaviors that facilitate student learning and growth while fostering a safe, supportive learning environment. On a standards-based report card, these are not included in the assessment of a student's academic skills. Instead there is a separate area of the report card to communicate these learning behaviors with different indicators.

Q: How often will report cards be shared?

A: Report cards are published three times per year (December, March and June) and will be sent home. Questions regarding report cards should be directed to your child's teacher or the main office.

Q: What if my child is not meeting a grade level standard?

A: It is important to note that the standards represent 'end of year' expectations. For some standards, students will have additional time to master the standard before the end of the year. Thus, it may be appropriate that a child is progressing towards standards. When questions arise about your child's performance, it is essential to keep in communication with your child's teacher and discuss possible next steps. November and March parent-teacher conferences are a great forum for these discussions.