



**2016-2017
Elementary
Progress
Report
Handbook**

*A Parent's Guide to
Reporting Student
Progress*

Grades Kindergarten-5



West Hartford, Connecticut



West Hartford, Connecticut



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Communication

Good communication between parents and teachers by means of reports and conferences is essential in understanding the needs and progress of each child.

The report card reflects:

- . personal and social development
- . present academic learning/progress
- . a plan for future learning

The report card is only one component of the reporting process. We value the on-going partnership between home and school for it is this relationship which supports the successful development of each child.

Reporting Dates

November - written report as well as parent/teacher conference
March - written report as well as parent/teacher conference
June - written report/optional parent/teacher conference



Grading Rubric

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Grade Rubric (cont.)

Marking System – A student might move from Mastery (M) to Progressing (P) for a specific objective indicator in the next marking period. While some students may demonstrate mastery of a concept or skill within a given period, the expectations/rigor for units of study will increase throughout the year. Students achieving mastery level (M) in a marking period must demonstrate continued mastery of common core standards to maintain a mastery level in subsequent marking periods.

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

The grading process will be the same for students receiving special education as they are part of the general education curriculum and receive the same number of progress reports. These students will receive modifications to the general education curriculum as per individual education plans.

COMMENT SECTION

Grades K-5 teacher comments include:

- * particular strengths and/or areas of concern
- * goals for future learning
- * other areas to be determined by the teacher



Science and Social Studies

Teachers will use the following resources to determine performance levels in science and social studies:

- Teacher-selected assessments
- Reflective Journals
- Unit-Related Assessments
- Test/Quizzes
- Projects
- Classwork
- Homework assignments
- Participation in class
- Commitment/Timeliness
- Cooperative Group Work
- Performance in English-Language Arts and Information Writing Units
(Social Studies in Grade 4 and 5 only)

In Science, teachers will also use science performance assessment rubrics to determine performance levels:

- Mastery of Inquiry Skills
- Progressing in Skills
- Limited Evidence of progress in Skills