



## **Guide to the Torrington Public Schools Elementary Standards-Based Progress Report 2019-2020**

This guide provides information about Torrington Public Schools' new standard-based progress reports. The progress report is a communication tool between school and home to reflect a child's progress in academic, personal, and social growth. Student progress will be measured continuously throughout the year, but progress reports will be sent home three times a year.

# Frequently Asked Questions

## **What are the standards?**

The TPS Elementary Progress Report is aligned to the Common Core State Standards (CCSS). The CCSS are a set of rigorous standards in English Language Arts and Mathematics. For more information about the standards, please visit <https://ctcorestandards.org>.

## **What is standards-based scoring?**

The purpose of standards-based scoring is to identify a student's progress toward meeting a standard.

## **Why did we make the shift from letter grade report cards to standards-based progress reports?**

Standards-based progress reports more accurately reflect a student's performance. These reports show a student's progress toward meeting the standard. Letter grades reflect an average of a student's performance. For example, a student can initially struggle with a standard and then meet it. A standards-based report would reflect this, a letter grade report would average the grades and may not show meeting the standard.

## **How is my child's progress reported?**

The progress report is broken down by subject area, with descriptors reflecting the CCSS. Subject areas will not have an overall grade. Instead, you will see a progress bar for each descriptor indicating where your child's current understanding is in relation to the expectation.

## **How will parents/guardians know how their child is progressing toward end of year standards?**

The standards are assessed on a scale of 1,2,3,4. (see the descriptors chart on the last page) The score will indicate where your child is performing in relation to meeting the standard. In addition, there will be a bar on the progress report to provide a visual of your child's progress.

## **Evidence Used to Evaluate Progress Toward Standards**

Teachers collect evidence of student learning in (but not limited to) the following ways:

- Collection and analysis of daily work
- Observational notes gathered during individual and small group instruction/discussion
- Performance tasks
- Formal & informal assessments

## **Why aren't all of the standards listed on the progress report?**

Due to the number of standards, scoring every single standard at each grade level would be overwhelming. Additionally, many standards are not taught in isolation, so listing them separately is not necessary.

## **Why am I unable to view my child's "grades" in Parent Portal?**

Standards-based scoring is based on meeting the standards. When using this type of system, a teacher is measuring a student's growth over time. Throughout a marking period, the teacher will collect student work samples, assignments, and assessments. At the end of this grading period, the teacher will analyze the collection of work to see how close the student has come to meeting the standard. The most recent assessments will be given priority as those are the ones that demonstrate a student's present level of performance. With standards-based grading, we are looking at a journey – rather than a moment in time which is the case with a traditional grading system. Your child will be bringing completed work, assignments, and assessments home throughout the marking period that will continue to keep you abreast of his/her progress. However, traditional grades will no longer be entered into Parent Portal as the portal does not align with a standards-based system.

## **Will my child still receive teacher comments on his/her progress report?**

Yes. Individualized feedback is an essential component of standards-based grading.

**How will this affect students who receive special education services?**

Students receiving Special Education support will continue to work on IEP goals just as they have in the past. The Special Education teacher and the General Education teacher will collaborate to report student progress.

**Academic Progress Report Descriptors**

Each academic standard on the progress report will be evaluated based on the following criteria. They are given scores of 1, 2, 3, or 4 rather than letter grades. A score of three is defined as meeting the grade level standard. A score of Not Assessed (NA) is given for any standard that is not assessed in a trimester:

4	<b><u>Exceeding Trimester Goal</u></b> The student currently exceeds the trimester goal. Performance is characterized by consistent and efficient demonstration of the standard.
3	<b><u>Meeting Trimester Goal</u></b> The student currently meets trimester goal. Performance is characterized by independent demonstration of the standard.
2	<b><u>Progressing Toward Trimester Goal</u></b> The student is currently progressing toward the trimester goal. Performance is characterized by demonstration of the standard with support.
1	<b><u>Minimal Progress Toward Trimester Goal</u></b> The student is currently not meeting trimester goal. The student demonstrates difficulty understanding the standard.