BRISTOL WARREN REGIONAL SCHOOL DISTRICT

Elementary Report Card Handbook

Updated August 2021

Introduction

The Bristol Warren Regional School District Elementary Report Card Handbook was updated in 2021 and designed to provide families with information on classroom grading practices. Our goals are to provide families with a standards-based report card that conveys information on classroom learning and communicates a clear image of children's progress each trimester, towards end of year grade level standards. Please contact your child's school if you have specific questions about classroom expectations or your child's progress. Thank you!

Frequently Asked Questions

- ***How is this report different from a traditional report card?***

This report card is intended to provide families with more accurate information on their child's progress toward meeting end of year grade level standards than what is typically found on a traditional report card.

- ***What are grade level standards?***

Grade level standards are clear expectations that tell exactly what students need to learn each year in each grade. This report card is based on the Common Core State Standards for English Language Arts (reading, writing, and language) and Mathematics, and state approved standards for other subject areas.

- ***Why do we need a standards-based report card?***

A standards-based report card…
→ Indicates how students are currently performing relative to standards for students of that age group and grade level;
→ Pinpoints strengths and weaknesses in student understanding;
→ Provides clear information for families on how students are performing and where to help students improve
→ Better reflects the teaching and learning experiences in today's classrooms.

- ***How is student progress assessed?***

Classroom teachers use a variety of assessment techniques to determine student understanding and progress towards end of year grade level standards. Informal assessment strategies such as observation, note taking, and assignments completed in class are used by teachers on a daily basis to identify students' level of understanding. More formal assessments such as end of unit tests, performance tasks and extended writing pieces are used to measure students' ability to apply learning independently. Standardized assessments are also used to verify information from classroom assessments and to identify students' level of achievement in comparison to expected levels of performance. The results of these assessments are reviewed throughout the year to determine progress students are making towards the academic indicators listed for each grade level.

Academic Scoring Guide:

Grades K - 5: A one through four scoring system is used to indicate student progress in meeting academic standards in the major strands of each content area. This will be shown in the outlined boxes next to the major strands for that subject.

4 = Proficient with Distinction (Exceeds Expectations Consistently): Exceeds grade level expectations by consistently demonstrating mastery of skills and concepts aligned to end of the year standards.

3 = Proficient (Can Do Independently): Meets grade level expectations of skills and concepts aligned to end of the year standards and is on track to succeed in this subject.

2 = Partially Proficient (Learning To Do) : Partially meets grade level expectations by demonstrating partial mastery of skills and concepts aligned to end of the year standards.

1 = Below Proficient (Not Yet Met): Does not yet meet grade level expectations for skills and concepts aligned to end of the year standards.

- **+ Making Progress**
- **- Additional Practice Needed**

NA= Not Assessed: Not a focus of instruction or assessment during this grading period.

UA= Unable to Assess: Due to extended absence

Mathematics — Trimester	1	2	3
Add fluently within 10	3		
Subtract fluently within 10	2		

Performance Indicators: show your child's progress in achieving end of year grade level standards, based on instruction to date.

Learning Behaviors Scoring Guide:

Learning Behaviors — Trimester	1	2	3
Demonstrates respect for self and others	C		
Listens attentively	C		
Works independently	M		
Stays on task	M		

Key to Learning Behaviors Indicators
C= Consistently demonstrates
M= Mostly
S=Sometimes
R=Rarely

English Language Arts Learning Continuum:

This continuum shows the progression of learning for major key concepts assessed at each grade level. It does not encompass all of the standards instructed within a grade level. Additional information on grade level standards can be found at http://www.corestandards.org/ or on the RI Department of Education website http://www.ride.ri.gov/.

Teachers have identified the following key skills, concepts, and learning behaviors for grade reporting:

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Reading Foundational Skills	• Recognizes and names all upper and lowercase letters • Produces a sound for each consonant and vowel • Recognizes and produces rhyming words • Segments words into individual sounds and blends sounds into words • Reads on-level high frequency words • Reads on-level text with accuracy and fluency	• Reads on-level text with sufficient accuracy and fluency • Demonstrates an understanding of phonological awareness and phonics	• Reads on-level text with accuracy and fluency • Knows and applies grade-level phonics and word analysis skills in decoding words	• Reads on-level text with accuracy and fluency to support comprehension	• Reads on-level text with accuracy and fluency to support comprehension	• Reads on-level text with accuracy and fluency to support comprehension
Reading Comprehension	• Understands on-level text	• Understands on-level informational text • Understands on-level literary text	• Understands on-level informational text • Understands on-level literary text	• Understands on-level informational text • Understands on-level literary text	• Understands on-level informational text • Understands on-level literary text	• Understands on-level informational text • Understands on-level literary text

Independent Reading Level	● 4 = Above level ● 3 = On level ● 2 = Approaching level ● 1 = Below level Please check with your child's teacher for an explanation of the criteria used for determining independent reading level.

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Writing	● Uses a combination of writing, drawing, and dcitacting for a variety of purposes in a clear and concise manner	● Writes for a variety of purposes in a clear and concise manner	● Writes for a variety of purposes in a clear manner	● Writes for a variety of purposes in a clear and concise manner	● Writes for a variety of purposes in a clear and concise manner	● Writes for a variety of purposes in a clear and concise manner ● Strengthens writing by planning, revising, and editing
Language Conventions	● Uses correct conventions of standard English when speaking and writing (grammar, spelling, punctuation, and capitalization) ● Handwriting - prints legibly	● Uses correct conventions of standard English when writing (grammar, spelling, punctuation, and capitalization) ● Participates in conversations and communicates clearly	● Uses correct conventions of standard English when writing (grammar, spelling, punctuation, and capitalization)	● Uses correct conventions of standard English when writing (grammar, spelling, punctuation, and capitalization)	● Uses correct conventions of standard English when writing (grammar, spelling, punctuation, and capitalization)	● Uses correct conventions of standard English when writing (grammar, spelling, punctuation, and capitalization)

Mathematics Learning Continuum: Based on Common Core State Standards

This continuum shows the progression of learning for major key concepts assessed at each grade level. It does not encompass all of the standards instructed within a grade level. Additional information on grade level standards can be found at http://www.corestandards.org/ or on the RI Department of Education website, www.ride.ri.gov

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Mathematics	**Counting and Cardinality** ● Count to 100 by ones and tens ● Write numbers 0-20 ● Counts to tell the number of objects in a set ● Compares numbers within 10 **Operations and Algebraic Thinking** ● Understands Addition ● Understands Subtraction ● Fluently adds and subtracts to 5 **Numbers and Operations in Base Ten** ● Compose and decompose numbers to 10 **Measurement, Data, Geometry** ● Describe and compare measurable attributes of objects. ● Identify, describe, and compare shapes	**Operations and Algebraic Thinking** ● Understand and solve problems involving addition and subtraction ● Add and subtract fluently within 10 ● Count on to add and subtract **Numbers and Operations in Base Ten** ● Understand ones, tens and teen numbers ● Understand ten more and 10 less ● Add two-digit and one-digit numbers ● Add two-digit and two-digit numbers ● Count to 120 **Measurement, Data, Geometry** ● Collect and compare data ● Tell time ● Order, compare, and measure length ● Put shapes together ● Understand breaking shapes into equal parts	**Operations and Algebraic Thinking** ● Demonstrate an understanding of adding & subtracting ● Solve word problems ● Demonstrate an understanding of equal groups and arrays **Numbers and Operations in Base Ten** ● Demonstrate an understanding of place value to add and subtract ● Read, write, and compare three-digit numbers **Measurement, Data, Geometry** ● Draw and use graphs ● Solve problems involving money ● Tell and write time ● Measure in inches, centimeters, feet, and meters ● Estimate, compare, and solve problems involving length ● Recognize, draw, and partition shapes	**Operations and Algebraic Thinking** ● Multiply/divide within 100 ● Solve problems using addition, subtraction, multiplication, division ● Demonstrate an understanding of patterns ● Understands how multiplication & division are connected ● Solve one-step word problems using multiplication & division **Numbers and Operations in Base Ten** ● Apply place value to multi-digit arithmetic **Numbers and Operations - Fractions** ● Represent fractions as numbers ● Demonstrate understanding of equivalent fractions ● Compare fractions ● Demonstrate an understanding of fractions on a numberline **Measurement, Data,Geometry** ● Apply elapsed time ● Demonstrate understanding of area & perimeter ● Interpret scaled graphs ● Measure length and plot data on line plots ● Understand liquid volume & mass ● Categorize shapes ● Classify quadrilaterals	**Operations and Algebraic Thinking** ● Solve and represent problems with equations ● Find all factor pairs for numbers 1-100 **Numbers and Operations in Base 10** ● Fluently add and subtract multi-digit whole numbers using the standard algorithm ● Multiply and divide multi-digit whole numbers using place value strategies **Numbers and Operations - Fractions** ● Compare two fractions with different numerators and denominators ● Decompose fractions with the same denominator ● Add and subtract mixed numbers with like denominators **Measurement,Data, Geometry** ● Solve problems involving distance, time, volume, mass, money conversion of measurements ● Find perimeter and area	**Operations and Algebraic thinking** ● Evaluate, write, and interpret expressions ● Analyze patterns and relationships **Numbers and Operations in Base 10** ● Multiply and divide multi-digit numbers ● Solve multiplication and division problems ● Understand decimal place value and powers of ten ● Add, subtract, multiply, divide, compare, and round decimals **Numbers and Operations - Fractions** ● Add and subtract fractions ● Multiply fractions to find area ● Multiply and divide fractions in word problems **Measurement,Data,Geometry** ● Understand and find volume ● Convert and solve word problems involving measurement units ● Make and interpret data ● Classify two-dimensional figures ● Understand and represent problems in the coordinate plane

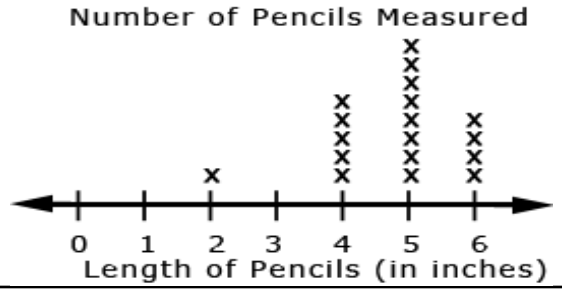
Glossary of Terms Used in K - 5

English Language Arts

Analyze	Breaking down of text into its component parts by examining different aspects of the text. In a play, for example, the reader might look at plot, themes, characters, setting, or dialogue. In a poem, the reader might look at theme, imagery, language (word choice), voice (who is speaking - the poet or someone else), rhythm, or structure.
Character	A person represented in a story; shaped by their traits, motivations, or feelings. The main character is the most important character
Cite	To identify the source of information, including quotes, facts, statistics, and ideas included in a text.
Collaborative Discussion	Small groups of students who gather together to discuss, in depth, a topic or piece of literature. The discussion is guided by students' responses to what they have read or learned. Collaborative discussions provide a way for students to engage in critical thinking and reflection as they learn, discuss, and respond to one another.
Comprehension	The complex process of making meaning from text that requires the reader to monitor their understanding of words, sentences, and paragraphs while reading.
Conventions	The mechanics of writing, specifically the consistent use of grade-appropriate capitalization, punctuation, and indentation.
Decoding Skills	Using meaning and structure of text and applying knowledge of letter sounds and word patterns to figure out unfamiliar words.
Dialogue	The conversation between characters in a drama or narrative. A dialogue occurs in most works of literature. It moves the action along in a work and helps to characterize the personality of the speakers.
Elements	Story elements typically include characters, the setting, the plot, the conflict, and the resolution.
Evidence	Facts, figures, details, quotations, or other sources of data and information that provide support for claims.
Fluency	"Fluency is the ability to read accurately, quickly, expressively, with good phrasing, AND with good comprehension." (T.Rasinski) Requires efficient use of decoding skills to read unknown words and high frequency words.
Grammar	The art of speaking and writing the English language correctly, according to the established rules.
Graphics	Including, but not limited to: illustrations, diagrams, maps, photographs, charts, graphs, timelines, animations, interactive elements on web pages, or video.
High Frequency Words	Basic sight words such as the, and, when, friend, over, etc. that appear frequently in text and are important for children to memorize. Words that are commonly used, but may not follow phonetic spelling rules, and, as a result, are frequently learned through sight memorization.
Independent Reading Level	The ability to read a text with 95-100% accuracy, and demonstrate strong comprehension of the text. Reading levels are determined by a teacher listening to a student read using an assessment called a Running Record.
Informative/ ExplanatoryText	Text designed to convey facts; may employ techniques such as lists, graphs, and charts. Text which explains a concept or situation; includes, but is not limited to: summaries, scientific and historical reports.
Key Ideas and Details	Important details that are explicitly stated in a text. Before gaining deeper understanding, such as making logical inferences or drawing conclusions, readers must grasp the key details, characters, events, and ideas from the text.

Linking Words/ Phrases	Transition words such as and, then, but. Also see temporal words.
Main Idea	The primary topic or main point of a passage whether explicitly expressed or implied. Interchangeable with central message. Central message becomes theme in the upper grades.
Narrative Text	Writing that conveys a story or personal experience.
Narrator	The narrator is the person who relates an account or story dealing with sequences of events and experiences. The narrator can be a character in the story or a voice outside the action.
Opinion Writing	Writing that includes a claim supported by reasons, facts and details pertaining to a particular topic or text.
Phonics	The relationship between the letters of written language and the individual sounds
Print Concepts	Knowing that text carries a message and is read from left-to-right and top-to-bottom; matching words spoken to words in print; distinguishing between letters, words, and sentences; and identifying punctuation.
Quote	To cite exact information from a text set off by quotation marks.
Setting	The time and place in which a story takes place; the scenery and stage effects for a dramatic production. Refers to… • **Environment:** The surrounding things, conditions, and influences in the narrative. • **Place:** The physical location of the narrative. • **Time:** The period or era in which the narrative takes place
Sequence	The order of events.
Structure	An approach to organizing the ideas and specifics in a text; examples include, but are not limited to: compare/contrast, cause/effect, chronological, problem/solution.
Summarize	An objective restatement of the essential ideas or major points in a text
Temporal Words	Words referring to time (e.g., first, second, last, before).
Theme	The underlying meaning, concept, or message in a text. In the CCSS at lower grades, central message refers to main point or essence of the text.

Mathematics

Algorithms	A set of predefined steps applicable to a class of problems that gives the correct result in every case when the steps are carried out correctly.
Array	Asset of objects in equal rows and equal columns. Used to picture multiplication. The dimensions of an array should be written as number of rows x number of columns.  A 2-by-5 array of 10 dots 2 x 5 = 1 or 5 x 2 =10
Attribute	A characteristic of an object or geometric shape.
Compose/ Decompose	The process of making/breaking numbers based on their components, i.e., 10 can be composed by 3+7 or 5+5 and 456 can be decomposed as 456 = 400 + 50 + 6. Composing/decomposing shapes in geometry refers to building, drawing, or taking apart shapes.
Denominator	The quantity below the line in a fraction that tells the number of equal parts in one whole.
Equation	A number sentence with an equal sign; the amount on one side of the equal sign has the same value as the other side. n + 50 = 75 means that n + 50 must have the same value as 75.
Equivalent Fractions	Fractions that name the same point on the number line or the same number of parts of whole.
Fluency in math	The process of memorizing combinations of numbers when adding, subtracting, multiplying or dividing (not having to count, use manipulatives or draw pictures). Fluency also means that students are able to compute efficiently and accurately; knowing how and when to apply procedures and using them appropriately, accurately, and efficiently. Similar to being fluent when speaking a foreign language.
Line Plot	A method of visually displaying a distribution of data values where each data value is shown as a dot or mark above a number line. 

Model	Represents a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Numerator	The number (above the line) that tells how many equal parts are described by the fraction.  partitioned into 3 equal shares
Partition	To divide into equal parts or shares.
Perimeter	The boundary around a two-dimensional shape.
Place Value	The value of a digit depending on its place in a number. hundreds: 3 | tens: 7 | ones: 5 375 = 3 hundreds + 7 tens + 5 ones 375 = 3 hundreds + 6 tens + 15 ones 375 = 2 hundreds + 16 tens + 5 ones
Properties of Operation	Rules that are true for a whole set of numbers (associative, commutative, distributive properties as well as additive and multiplicative). *Associative Property of Addition* $(a+b)+c=a+(b+c)$ $(7+6)+4=7+(6+4)$ grouping *Commutative Property of Addition* $a+b=b+a$ $3+5=5+3$ order
Symmetry	The property of being the same or corresponding on both sides of a central dividing line.

Additional Math Resources:

When it comes to measuring the full range of the Standards, usually the first things that come to mind are the mathematical practices, or perhaps the content standards that call for conceptual understanding. However, the Standards also address another aspect of mathematical learning that is seldom measured: namely, whether students can perform calculations and solve problems quickly and accurately. At each grade level within the Common Core State Standards, the following fluencies are expected:

Grade	Required Fluency
K	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20 Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100 Add/subtract within 1000
4	Add/subtract within 1,000,000
5	Multi-digit multiplication
6	Multi-digit division Multi-digit decimal operations
7	Solve $px + q = r$, $p(x + q) = r$
8	Solve simple 2x2 systems by inspection

Common Addition and Subtraction Situations

	Result Unknown	Change Unknown	Start Unknown
Add To	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? 2 + 3 = ?	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? 2 + ? = 5	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? ? + 3 = 5
Take From	Five apples were on the table. I ate two apples. How many apples are on the table? 5 + 2 = ?	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? 5 - ? = 3	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? ? – 2 = 3
	Total Unknown	**Added Unknown**	**Both Addends Unknown**
Put Together/ Take Apart	Three red apples and two green apples are on the table. How many apples are on the table? 3 + 2 = ?	Five apples are on the table. Three are red and the rest are green. How many apples are green? 3 + ? = 5, 5 – 3 = ?	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? 5 = 0 + 5, 5 = 5 + 0 5 = 1 + 4, 5 = 4 + 1 5 = 2 + 3, 5 = 3 + 2
	Difference Unknown	**Bigger Unknown**	**Smaller Unknown**
Compare	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? 2 + ? = 5, 5 – 2 = ?	(Version with more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with "fewer"): Lucy has three fewer apples than Julie. Lucy has two apples. How many apples does Julie have? 2 + 3 = ?, 3 + 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with fewer"): Lucy has three fewer apples than Julie. Julie has five apples. How many apples does Lucy have? 5 – 3 = ?, ? + 3 = 5

[1] These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean makes or results in but always does mean is the same number as. 2Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation, especially for small numbers less than or equal to 10. 3For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using more for the bigger unknown and using less for the smaller unknown). The other versions are more difficult.

Adapted from Box 2-4 of Mathematics Learning in Early Childhood, National Research Council (2009), pp. 32, 33).

Common Addition and Subtraction Situations

	Unknown Product	Group Size Unknown ("How many in each group?" Division)	Number of Groups Unknown ("How many groups?" Division)
	3 x 6 = ?	**3 x ? = 18, and 18 ÷ 3 = ?**	**? x 6 = 18, and 18 ÷ 6 = ?**
Equal Groups	There are 3 bags with 6 plums in each bag. How many plums are there in all? **Measurement example:** You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? **Measurement example:** You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? **Measurement example:** You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
Arrays Area	There are 3 rows of apples with 6 apples in each row. How many apples are there? **Area example:** What is the area of a 3 cm by 6 cm rectangle?	If 18 apples are arranged into 3 equal rows, how many apples will be in each row? **Area example:** A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? **Area example:** A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
Compare	A blue hat costs $6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? **Measurement example:** A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs $18 and that is 3 times as much as a blue hat costs. How much does a blue hat costs? **Measurement example:** A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs $18 and a blue hat costs $6. How many times as much does the red hat cost as the blue hat? **Measurement example:** A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?
General	**a x b = ?**	**a x ? = p, and p ÷ a = ?**	**? x b = p, and p ÷ b = ?**

[4]The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable. [5]Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.