

HELPFUL TERMINOLOGY

Concepts of print-- The early reader demonstrates proper book handling techniques such as identifying the front and back of the book, turning pages from left to right, recognizing the title and the author, one-to-one correspondence, and directionality etc.

Phonemic awareness-- The student discriminates sounds in spoken words.

Critical Stance-- The reader steps outside the text, challenges the text, and/or makes judgements about the text.

Integrates reading strategies – Effective readers use a balance of information from the text. They ask themselves, “Does it make sense? Does it look right? Does it sound right?”

Reads strategically-- The reader applies appropriate strategies to construct meaning from a variety of texts.



MISSION STATEMENT

The mission of the Newtown Public Schools, a partnership of students, families, educators and community, is to

INSPIRE EACH STUDENT TO EXCEL in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community. We accomplish this by creating an unparalleled learning environment characterized by:

- High expectations
- Quality instruction
- Continuous improvement
- Civic responsibility



NEWTOWN PUBLIC SCHOOLS 2014-2015 PARENT GUIDE TO THE K-4 PROGRESS REPORTS

Dear Parents,

Communicating with you about your child’s learning is an important part of the educational process. Our progress report format shows your child’s achievement as measured against the content standards of our curriculum. Newtown’s curriculum standards are intended to give parents, students, and educators a clear picture of what students need to know and be able to do.

This progress report reflects changes that result in greater alignment with classroom instruction. We hope you find it useful as we work together to educate your child.

Joseph V. Erardi, Ed.D., Superintendent
Linda Gejda Ed.D., Asst. Superintendent

Newtown Board of Education
<http://www.newtown.k12.ct.us>

STANDARDS

Our Progress Report is based on standards aligned to our district curriculum. Standards are clear goals for learning. They tell us what students should know and be able to do at each grade. Student performance is measured according to these standards.

COMMUNICATION

We believe that communication with parents is an important part of helping students learn. Such communication in Newtown includes

- Open House for parents
- Parent conferences
- Parent newsletters
- Phone calls or notes
- Comments on student work
- School web pages
- Special meetings

DISTRIBUTION AND PARENT CONFERENCES

Progress Reports are issued three times a year. For grades K-4 the dates are

- November 14, 2014
- March 23, 2015
- End of the school year

Parent conferences with the teacher follow distribution of November and March Progress Reports.

CODE DEFINITIONS

Achievement of Standards

Your child's performance is rated on standards from the curriculum documents in the content areas using the following numbers:

4 -- Exceeds grade-level concepts/skills
<i>A score at this level shows that the student is functioning above grade level independently and consistently and produces sophisticated work.</i>
3 -- Independently applies grade-level concepts/skills
<i>A score at this level shows that the student is applying grade-level skills and concepts without support from an adult. (Meets Standards)</i>
2 -- Progressing toward grade-level concepts/skills
<i>A score at this level shows that the student is beginning to show grade level skill, but the performance is not consistent, more reinforcement, support and practice is needed.</i>
1 -- Experiencing difficulty with grade-level concepts/skills
<i>A score at this level indicates that the student is not performing at grade level and needs additional support.</i>
na -- not assessed at this time
<i>Some standards are not assessed in every marking period because they have been integrated with other content areas.</i>

Effort, Social Development, & Work Habits Codes

Your child's effort, social development skills, and work habits are rated using the following letters:

C = Consistently

S = Sometimes

R = Rarely

ASSESSMENTS

Assessments are used to gather information about student achievement or behaviors relative to the standards. We are continuing to develop assessment tools to help students and parents be more aware of the grade level expectations.

Types of assessment include:

- Observation (informal or with a checklist)
- Performance tasks
- Tests or quizzes
- Student portfolios
- Running records
- Writing samples
- Student conferences
- Daily written or oral responses