



# 2018-19

## Elementary Parent Conferences

November 13, 14, 15, 16

March 5, 6, 7, 8

Dismissal times:  
Tuesday, Thursday, Friday  
at 1:30 p.m.;  
Wednesday at 2:00 p.m.



### West Hartford Public Schools

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Dr. Gretchen Nelson  
Director of Pupil Services

Mrs. Kerry Jones  
Director of Elementary Education



# 2018-19 Elementary Progress Report Handbook



*A Family Guide to Reporting  
Student Progress*

*Kindergarten - Grade 5*



## 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 ongoing 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



## Rubric For Reporting Student Progress

Please note that students are working toward end-of-year mastery of standards in math, English-language arts, science and social studies.

**M** = Masters and applies concepts and skills independently in most situations; Demonstrates achievement on or above grade level standards; Completes work thoroughly; Consistently and independently applies strategies for learning; Demonstrates active participation in all learning activities.

**P** = Progressing toward mastery: Applies concepts and skills in most situations; Demonstrates progress towards mastery of grade level standards and expectations; Completes assigned tasks but may not demonstrate full understanding; Applies strategies for learning but some support may be needed; Participates in most learning activities.

**L** = Limited or inconsistent progress in skill and concept development; Significant support is needed to develop grade level concepts and skills; Assignments may not be complete; Has difficulty applying strategies for learning; Participates inconsistently in learning activities.

### Rubric for Demonstrating Effort:

- 1 = Excels
- 2 = Satisfactory
- 3 = Needs Improvement



**Dash:** A dashed area (-) indicates that the objective is not being formally assessed at this point in the year.

### Marking System

The expectations/rigor for units of study increase throughout the year. Students achieving mastery level (M) in a marking period must demonstrate continued mastery of core standards to maintain this level (M) in subsequent marking periods. A student might move from Mastery (M) to Progressing (P) for a specific objective indicator in the next marking period.

### STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Students receiving special education 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.

