

What parents can do to help their child achieve the standards.

- Ask your child specific questions about school and listen to and comment on his or her answers.
- Examine the report card documents so that you will know what your child is expected to learn and master.
- Provide games, puzzles, and books. Allow your child to work with these materials independently and with you.
- Monitor television and movie viewing, as well as any computer usage.
- Read to and with your child daily.
- Keep your child well-rested and offer a well-balanced diet.
- Visit the public library with your child.
- Let your child see you reading and talk often with your child about yourself as a life-long learner.
- Provide many opportunities for your child to write even though you may not recognize all the words. For example, ask your child to make a list of the items you need from the grocery store!
- Maintain an open and ongoing dialogue with your child's teacher.

"The Bloomfield Public School district, a culturally diverse system, is committed through cooperative efforts within an educational community to provide an equal opportunity for all learners to achieve individual success and to be prepared to meet the needs of an evolving society."

What are the expectations for my child?

Learning is a process that develops and strengthens over time. By the end of the last trimester, an assessment score of a 3 (meets the standard) indicates that your child is right on target for his/her grade level.

REMEMBER...

Learning is a process and each child develops at his/her own pace.

The standards-based report card is just one component of our reporting system. We encourage a strong home-school connection to keep you informed of your child's progress.



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Bloomfield Public School District

ELEMENTARY SCHOOLS STANDARDS-BASED REPORT CARDS GRADES K-5



GUIDE FOR PARENTS

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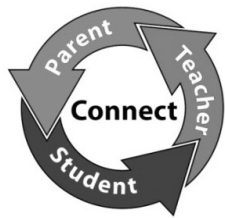
Standards-Based Report Cards

A standards-based report card identifies the most important skills in each subject at a particular grade level. Students' progress toward meeting these content and performance standards is recorded three times per year at the end of each trimester. The Benchmark Rubric for each of the progress reporting periods is used to determine if the student is progressing toward the end-of-year standards.

Parent Communication

The new Bloomfield Standards-Based Report Card is based on three student progress reporting periods: December, March, and June. Teachers use Grading Benchmarks to evaluate student progress. Benchmarks will provide consistency between teachers and schools because all teachers will be using the same district benchmarks to record student growth.

Parent-Teacher conferences will continue to be held in November prior to the close of the first trimester so teachers can inform parents about their child's progress. A Standards-Based Report Card identifies how well a child is mastering each skill. Standards-Based Report Cards differ from traditional report cards in that there are no averages calculated for an overall subject area. The report card language is similar to what is commonly used on state student assessment results.



RECORDING STUDENT PROGRESS

Student progress is recorded using four categories:

N, A, M or E.

N – means the student needs support because they are not grasping key concepts, process, and essential skills; this is an area of concern that requires support and interventions may be needed to stay on track with district expectations.

A – means the student is beginning to grasp and apply key concepts, process, and skills; this indicates the student is progressing towards stated benchmarks but still needs extra help or time to practice a concept or skill.

M – means the student consistently grasps and applies key concepts, processes, and skills; this student successfully meets states grade level benchmarks and is on track with our high academic standards. We want all of our students to reach this level.

E – means the student extends key concepts, processes, and skill; this student consistently works beyond stated grade level benchmarks, shows initiative, challenges him/herself and demonstrates advanced knowledge every day at school.

REPORTING STUDENT SOCIAL AND EMOTIONAL DEVELOPMENT

In addition, student behaviors that facilitate learning and growth such as social development and work/study habits are critical to a child's success. Our Standards-Based Report Cards will continue to assess children in these areas though not always as part of the assessment of a student's academic skills. Instead, there is a separate area of the report card to assess these research based learning behaviors.

TEACHER BENCHMARK RUBRICS

Teachers determine which proficiency level each student has attained at the close of the trimester by using the grade level benchmark rubric. The rubric outlines exactly what the student needs to know or be able to do for each student progress category (N, A, M, or E).

Throughout the trimester, teachers assess students by gathering data using alternate assessments, performance based assessments, portfolio assessments, anecdotal comments, as well as knowledge of what the student is expected to know or be able to do as outlined in district curriculum and content standards. Teachers are better able to identify student strengths and weaknesses in a standards-based learning environment, thereby permitting a more informed approach to individual student instruction.

Bloomfield Public Schools Grading Benchmarks for each grade level are available on the district website or a paper copy can be requested from your child's teacher. We want you to understand exactly what your child knows and is able to do.

Bloomfield Public School District Elementary School Principals

Berkeley Elementary School, Dr. Natasha Baxter

Brookdale Elementary School, Mr. Joseph Fleres

Carteret Elementary School, Mr. John Baltz

Demarest Elementary School, Mrs. Mary Todaro

Fairview Elementary School, Mr. Salvatore DeSimone

Franklin Elementary School, Ms. Marianne Abbasso

Oak View Elementary School, Mrs. Mary DiTrani

Watsessing Elementary School, Dr. Gina Rosamilia