

**Feedback from Parent Information Session
on Power Standards and Power Indicators
October 27, 2009
Summit Street School**

Can you recall any evidence of your child's learning that you have observed related to the ideas in the Power Standards and Indicators you explored tonight? (Possibly in school communications, work samples, observations, etc.)?

- Living and non-living things; plants and animals; words of the week; counting by 10 and 100; life cycles (K)
- Reading PS 1(b) (1st)
- Our child's writing skills have improved according to the standards; Mad-minute math (2nd)

List any questions about Power Standards or Power Indicators that a member of the group suggests:

- How are some of these quantified? (1st) (*What's the evidence?*)
 - Do the students visit Montpelier? (4th)
-

What is important to you in a reporting tool?

Kindergarten Table Group (4 members)

- What are my child's weaknesses so that I can work on at home?
- Reading level?
- Are they progressing appropriately?
- Where are they with math concepts?
- Is my child happy?
- Socializing appropriately?
- Behavior issues?
- Science interest?
- Areas of science interest to further pursue?

Grade 1 Table Group (3 members)

- Identify individual challenges and identify concrete tactics to address them
- Strength-based language is critical in narrative form
- Add visual of standard being met
- What happens to information of social skills, etc.

Grade 2 Table Group (3 members)

- I want to know targets of every trimester
- Rewording the personal development of the report card

Grade 3 Table Group (2 members)

- We like teacher narrative which has constructive, specific remarks – insightful comments are an indicator that the teacher understands "my" child
- Prefer the power indicators are included in the report card

Grade 4 Table Group (4 members)

- Will there be a way for me to understand my child's progress when contrasted with other learners' progress?
- How will I be able to compare to the previous years' report cards?
- How will I know if and when my child is ready to move forward to more advanced work or the next grade?
- What evidence will you share with me to help me understand my child's progress in each content area and for each indicator?