

Elementary Progress Report Handbook

A Parent's Guide to Reporting
Student Progress



Grades K-6

Regional School District 6
Warren, Morris and Goshen, CT

September, 2011

Standards Information

What are standards?

Standards provide a focus for the work of students, teachers and parents by providing a clear description of what students should know and be able to do by the end of each grade level in the core academic areas. When students, teachers and parents are clear about the expectations for learning, they can focus their time and efforts on reaching these expectations. Region 6 standards define the skills, knowledge and understandings we believe each student must acquire in order to have a firm foundation for future learning. Our standards-based progress reports help parents understand the skills and topics introduced by subject matter, together with the expected level of performance for each grade level.

How will you know if your child has met standard?

At the end of the school year, teachers will indicate on the Progress Report whether or not the student has met standard in Reading, Writing, and Math. The marking symbols will be **Yes/No**.

In addition, the Elementary Progress Report is designed to inform parents, throughout the year, about their child's progress relative to grade level expectations in all academic areas.

The Elementary Progress Report Handbook

The Elementary Progress Report serves to outline Region 6's elementary reporting process to parents. It is designed to help parents understand their child's progress toward established grade level expectations or "standards." This handbook provides a description of the grading criteria used in the academic areas, as well as an explanation of the anecdotal comments written by teachers.

How Teachers Determine Grades

As students work toward achieving grade level expectations in all curriculum areas, teachers carefully consider the following in determining progress in all academic and special areas:

- a collection of work over time;
- daily written and oral tasks;
- application of skills; and
- periodic assessments.

Communicating Progress to Parents

Region 6 is committed to fostering effective communication between home and school. The progress report is an important part of the reporting process, but it is only one component. Student progress is reported to parents in a variety of ways throughout the year. The aim is to communicate effectively how each student is developing, both individually and according to district expectations, as the student advances through the elementary grades. Positive communication between home and school is essential to each student's progress and well-being.

The elements of the reporting process include:

- Progress reports
- Conferences
- Telephone conferences
- Curriculum nights/information meetings
- Written and verbal communication from the teacher
- Newsletters
- Samples of student work
- State and district assessments

Formal opportunities for parent/teacher communication throughout the year include:

- September – Curriculum Night/Open House
- October – Conference
- December – Progress report
- March – Conference
- March – Progress Report
- June – Final Progress Report

State and district testing includes:

- Connecticut Mastery Test (CMT) Grades 3, 4, 5, 6,
- Developmental Reading Assessment (DRA) Grades K-6
- Ongoing district reading, writing, and math assessments Grades K-6

Description of Grading Criteria

Subject Area Grades*

E – Excels at grade level expectations for this marking period.

- Demonstrates advanced thinking and understanding of skills.
- Masters and applies knowledge and skills that lead to consistent, high quality work.
- Requires no support to complete work.

M - Meets grade level expectations for this marking period.

- Demonstrates solid and consistent understanding of skills.
- Applies knowledge and skills that lead to quality work that meets grade level expectations.
- Requires minimal support to complete work.

N - Near grade level expectations for this marking period.

- Demonstrates partial and/or inconsistent understanding of skills.
- Requires additional reinforcement and practice of skills to produce work that is near grade level expectations.
- Requires regular support to complete work.

B - Below grade level expectations for this marking period.

- Demonstrates minimal understanding of skills.
- Requires additional instruction and practice of skills; work produced is below grade expectations.
- Requires additional time and significant support to complete work.

NA - Not assessed or applicable at this time.

- Shading – Shaded areas on the report card indicate that a concept/skill is not being formally assessed at this point in the year.



*At the end of the year overall letter grades will be given to Grade 6 students to help transition them to the “traditional” grading system used at Wamogo. Please see final page of handbook for these grading guidelines.

Description of Grading Criteria
(continued)

Student Responsibilities: Social Skills and Work Habits

The items evaluated in this category are observable by the teacher and represent a child's behavior over the course of a marking period. These behaviors and habits are graded on a three-point scale:

- 1 = Consistently:** The student consistently and independently meets expectations.
- 2 = Inconsistently:** The student inconsistently meets the expectations and may require assistance and redirection.
- 3 = Needs Improvement:** The student rarely meets the expectations and requires considerable assistance and redirection.

Effort

Every student is expected to work to his or her ability, take initiative for his or her learning, and actively participate in learning activities. Effort grades are evaluated on a three-point scale:

- 1 = Consistent:** The student consistently and independently works to his or her best ability.
- 2 = Inconsistent:** The student's effort in this area is inconsistent and he or she may require assistance and redirection to work to his or her ability.
- 3 = Needs Improvement:** The student requires considerable assistance and redirection to put forth effort.

Meets Standard

At the end of the school year, teachers will indicate whether or not the student has met standard in Reading, Writing, and Math.

Yes – The student has met the grade level standards for the subject area.

No – The student has not yet met the grade level standards for the subject area.

Teacher Comments

Teacher comments create a comprehensive picture of the progress and learning needs of each student. The comments will address:

- Student strengths and/or areas of concern, both academic and behavioral;
- Individual student goals and an action plan for future learning; and
- Specific science/social studies units being studied during the marking period.

**“Traditional” Overall Letter Grades
(at the end of the year ~ Grade 6 only)**

A Excellent Achievement (90-100)

“A” indicates that a student is consistently doing superior work, above grade level. Assignments are correctly and completely done and are on time. A high degree of individual thinking is demonstrated.

B Above Average Achievement (80-89)

“B” indicates that a student’s work is above average for the grade level. The work is thoroughly done, on time, and of good quality.

C Average Achievement (70-79)

“C” indicates that a student’s work is in the average range for the grade level. Work is generally on time and reasonably well done. Most objectives for the grade have been achieved, and most assignments are completed.

D Below Average Achievement (60-69)

“D” indicates that a student’s work is below average for the grade level. Assignments may not be completed on time and are below a satisfactory level of achievement.

F Failing (Below 60)

“F” indicates that a student’s work is significantly and consistently below grade level.