

ELEMENTARY SCHOOL PROGRESS REPORT – GRADES K-2

The primary Standards Based Report Card has been designed to achieve several purposes. It is to be used as only one tool in the ongoing and important job of communicating pupil progress to parents. The parent-teacher conference and samples of student work sent home are other forms of reporting developmental progress.

The report card is designed to:

1. Report to each parent the continuum of skills or concepts being assessed.
2. Provide each parent with a progress report as to the amount of success the student has experienced in the specific areas indicated (reading, math, science, social studies).
3. Provide the parent with a brief written comment by the teacher for each report period.
4. Report to each parent the amount of success his/her child is experiencing in the specific social skills and work habits labeled, Characteristics of a Successful Learner.
5. Provide an opportunity for the specialist teachers to report student progress beginning in first grade.

The following guidelines have been developed for use with progress reporting:

1. K-2 students shall receive progress reports on the dates specified on the district calendar for the 2nd, 3rd, and 4th report periods. A conference shall be held with all parents at the end of the 1st report period, at which time the progress report shall be explained to parents.
2. For each marking period, report cards can be viewed in the Home Access Center, available on the day of each scheduled distribution by 4:00 p.m. The report card will also reflect progress made in previous report periods. In the areas of Reading and Writing, Math, Science and Social Studies, student progress is indicated by recording an **E** – Exceeds Standard/Expectation; **M** – Meets Standard/Expectation, **A** – Approaching Standard/Expectation, **I** – improvement needed, and **NA** – Not Assessed this quarter.

E – Exceeds the Standard

Indicates the student has advanced understanding and exceeds the standard-level expectation. This student demonstrates academically superior skills consistently in that specific area. This student shows initiative, challenges himself/herself, and demonstrates this knowledge at school.

M – Meets the Standard

Indicates the student has proficient understanding and meets grade or standard level expectations. The goal in Council Rock is to have all students achieve this level. A student receiving an “M” is right on track with our high academic expectations. Some students will be strongly proficient, yet still receive an “M”. An “M” is something to be celebrated.

□ A student who is meeting the standard demonstrates thorough understanding of concepts and skills with a performance characterized by the ability to consistently apply skills with accuracy and quality.

□ Student grade or scores on classwork or assessments will consistently fall within the proficiency to high proficiency range.

□ Students who meet the standard demonstrate some level of independence in their work.

A – Approaching the Standard

Indicates the student has basic understanding and is partially proficient at meeting grade level expectations. A student receiving an “A” understands the basic concept or skill, but has not yet reached the proficient level. An “A” should indicate that the student’s performance varies in consistency with regards to accuracy, quality, and level of support.

I – Improvement Needed

Indicates the student has minimal understanding and does not meet grade-level expectations. An “I” indicates that the student performance demonstrates inconsistent understanding and application of knowledge.

NA – Not Assessed

These standards have not been addressed at this time or for this quarter. Certain skills and concepts are taught in specific marking periods.

3. The teacher will look at social and classroom behaviors in the section called, Characteristics of a Successful Learner. The teacher will use **M** or **I** as skill indicators. Any student behavior that is outstanding, or of concern, shall be communicated to parents prior to issuance of the report card.
4. Beginning in first grade, students will be assessed in special subject areas, including art, music and physical education using the same skill indicators listed above.
5. Student participation in Support Services shall be noted by a **Y** indicating Yes if this service is received. This will be noted for the second, third and fourth marking periods. These services include Instructional Support, Reading Support, IEP, Speech/Language Support, Occupational/Physical Therapy, and ELL. If the student receives accommodations, an Accommodation Checklist will be sent home to parents in an envelope on each report card distribution day.
6. Important – The teacher shall contact the parents of those students who are not progressing at a satisfactory level. The teacher will share concerns with the parents and develop strategies to help the child.
7. All district elementary schools shall use this reporting process. No changes shall be made to the progress report as printed.