

**Elementary  
Progress Report  
Handbook**

A Parent's Guide to Reporting  
Pupil Progress

Grades K – 4

Farmington Public Schools  
Farmington, Connecticut

November, 2005

## **Reporting Process**

Reporting student progress occurs throughout the year and takes various forms. The overall process helps parents understand the topics studied in each subject area, the skills introduced and the expected level of performance at each grade level.

### **Elementary Progress Report**

The purpose of the progress report is to enable family and student to understand the student's achievement at key points and to know what is required for future progress.

November – Conference

March – Conference

June – Final Report

### **Curriculum Nights**

September – October

### **Ongoing Communication**

Newsletters

Phone Conversations

Samples of Student Work

### **State and District Testing**

Connecticut Mastery Test (CMT) Grades 3, 4, 5, 6, 7, 8

Degrees of Reading Power Test (DRP) Grades 3-8

District Grade Level Assessments

## **Standards Information**

### **What are standards?**

The Elementary Progress Report is designed to help parents understand their child's progress toward established grade level expectations or "standards." Farmington standards define the skills, knowledge and understandings we believe each student must acquire in order to have a firm foundation for future learning. These standards describe what students should know and be able to do by the end of each grade level in the core academic areas.

### **How do standards promote achievement?**

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 and a vivid image of what high quality looks like. When students, teachers and parents are clear about the expectations for learning, they can focus their time and efforts on reaching their expectations.

### **How will you know if your child has met standard?**

The Elementary Progress Report is designed to inform parents about their child's progress relative to grade level standards. When a child meets or exceeds grade level standard, the progress report is marked to document this level of achievement.

### **In what subjects will teachers report whether or not a student meets standard?**

At the end of the school year, teachers will indicate on the Progress Report whether or not a student meets standard in the subjects and grades listed below.

The marking symbols will be Yes/No.

Reading—Grades K, 1, 2, 3, 4

Writing—Grades 3, 4

Math—Grades K, 1, 2, 3, 4

Science— \*Unit Assessments, Grades 1, 2, 3, 4

Social Studies—Students are not formally assessed in Social Studies at this time

\* There are three science units taught at each grade level per year. Some units take longer. Therefore it is possible that more than one unit assessment may be reported for a marking period while none may be reported during another marking period. The name of each unit assessed will be noted in the teacher comment section.

## Description of Grading Criteria

- E – **Exceeds grade level expectations for this marking period.** Student masters and applies skills independently in most academic situations, demonstrates active participation in all learning activities, and produces sophisticated work.
- M – **Meets grade level expectations for this marking period.** Student consistently applies skills to assigned work, completes assignments with appropriate effort, and actively participates in most learning activities.
- P – **Progressing towards achieving grade level expectations for this marking period.** More reinforcement and practice of grade level skills is necessary for meeting grade level expectations. Skills are developing with additional support.
- I – **Making insufficient progress towards grade level expectations for this marking period.** Significant amount of academic support is needed to develop skills.

### Work Habits/Social Personal Development

X = Yes

X- = Inconsistent

- = No

### Effort

X+ = Excels

X = Satisfactory = Inconsistent

- = Unsatisfactory

- Shading – Shaded areas on the report card indicate that a concept/skill is not being formally assessed at this point in the year.
  - NA – Not Assessed at this time, or Not Applicable at this time

## Teacher Comments

Teacher comments will address:

- Student strengths and/or areas of concern, both academic and behavioral;
- Individual student goals or an action plan regarding what is necessary to reach grade level expectations; and
- Specific science/social studies units being studied and assessed during the marking period.

## What Student Evidence Determines 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 or oral tasks;
- application of skills; and
- periodic assessments (quizzes, tests, performance tasks).

## Reading



### **Definition of Terms:**

- Fluency – Accurate reading with phrasing, expression, and reasonable rate with adequate comprehension
- Kindergarten Words – 27 basic words that are important for kindergarten students to learn as a basis for further learning
- Inferences – An interpretation that combines personal background knowledge and new book information
- Meaning, structure, word analysis (MSV) Successful strategies readers use in figuring out new and unknown words in a book
- Retelling – Sequential description of a story or information text  
Examples: a story retelling includes characters, setting, problem, events, solution) and a non-fiction retelling includes information organized in the way the author presented it (main idea/details, time order, etc.)
- Self-corrects – A strategy successful readers use to fix their own reading errors as they read
- Sight words – High frequency words that are found in many books
- Strategies – Plans or actions which readers employ to construct meaning while reading  
Examples: rereading, reading ahead, clarifying, and adjusting reading speed

## Writing/Spelling



### **Definition of Terms:**

**Traits** – characteristics of what constitutes good writing

- Focus – a narrow, sustained topic
- Organization – a clear structure
- Elaboration – the relevant details that enhance the subject
- Fluency – a variety of sentence structures
- Conventions – spelling, punctuation, usage, and grammar

**Process** – the steps a writer takes in creating a first draft

- Finding a subject - strategies to discover a topic, i.e. brainstorming, mapping information
  - Creating a structure - the plan for the writing, i.e. an outline or organizer
  - Deciding upon a form - the genre that best fits the purpose and audience
  - Drafting - developing a first draft
  - Revising - strategies to help students rewrite the piece, i.e. conference with teacher or peer
  - Editing – the application of spelling, punctuation, usage and grammar rules
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- Core or high frequency words – Words that students should be able to spell correctly on all written work
  - Phonic skills –Skills used by students to “sound out” or slowly say a word before writing it
  - Visual skills –Skills used by students to check to see if a word “looks right”

## Mathematics



### **Definition of Terms:**

- Number sense - Understanding the meaning of numbers, having ways of representing numbers, understanding relationships among numbers, and having a common sense approach to their uses.
- Computes fluently - Demonstrating a balanced understanding of number concepts and proficient methods of computing. Proficient methods of computing include efficiency, accuracy, and flexibility.
- Reasonable estimates - Using different strategies to approximate quantities, measures, and/or computational situations.
- Mathematical Concepts - Mathematical knowledge, representations and relationships that the mind understands (e.g. ideas about fractions, decimals, geometry, etc.).
- Skills and strategies for problem solving - Problem analysis skills (such as critical reading and using 4 step process), concept application, and use of defined strategies for solving problems (e.g. working backward, using smaller numbers, making a table, drawing a picture, finding a pattern, acting it out, writing an equation, etc.).
- Communicating mathematical thinking – Use the language of mathematics to express ideas precisely. Organize thinking and express ideas coherently and clearly to peers, teachers and others verbally and in writing using appropriate representations such as tables, graphs, drawings, and equations.

## Science



### **Definition of Terms:**

- Scientific knowledge - Knowledge of the science concepts, evidence of precise language in discussions, writing, and illustrations

## Social Studies



### **Definition of Terms:**

- Geography concepts - Physical features and natural resources and how they impact human life and decision making
- History concepts - Key historical facts, their causes and effects, and how they influence people today
- Research skills - Skills of accessing, ordering, analyzing, and communicating information

## Special Areas



### **Art**

#### **Definition of Terms:**

- Production Skills – Student demonstrates control over design and materials. Student uses these elements in an imaginative way.
- Perception Skills – Student views and understands one's own art, the art of other students, and professional artists, as well as recognizes the elements and principles of design in the environment.
- Reflection Skills – Student improves his/her own art through revision, and continually evaluates his/her own work and the work of others.



### **Music**

#### **Definition of Terms:**

- Performing Skills – Student demonstrates singing, rhythm and movement skills
- Creating and Responding Skills – Student creates original music ideas, writes music using notation as well as listens, analyzes and describes music using appropriate terminology



### **Physical Education**

#### **Definition of Terms:**

- Skill Theme and Unit Understanding – Student applies skills effectively in activities, drills, and games situations
- Skill in Execution – Student demonstrates proper skill technique in activities, drills, and game situations
- Group/Partner Interaction and Sportsmanship – Student understands and respects differences among others in physical activity settings, and are supportive of classmates' efforts

## Conference Notes

