


## The Progress Report

A Standards Informed Progress Report communicates students learning rather than a traditional report card which is focused on grades. The Standards Informed Progress Report includes two important reporting areas for each subject, **Standards Progress** and **Reporting Category Progress**.

 Interim Superintendent  
 2018-2019 Elementary Progress Report  
 2/25/2019

<b>Student Information</b>	<b>Days</b>
Student ID: [Redacted]	Absences: 2
Grade: [Redacted]	Tardies: 1
Homeroom: [Redacted]	

The purpose of this report card is to communicate with parents, guardians, and students regarding achievement toward academic standards and learning behaviors. It is intended to provide information about learning successes and guide improvements when needed.

### English Language Arts Progress Summary



Meeting Proficiency	17/39
Progress towards Proficiency	14/39
Limited Progress	4/39

<b>Reading</b>	
Meeting Proficiency	Print Concepts
Meeting Proficiency	Phonological Awareness
Progress towards Proficiency	Phonics/Word Recognition
Limited Progress	Fluency
Progress towards Proficiency	Literacy Comprehension
Meeting Proficiency	Informational Comprehension
<b>Speaking and Listening</b>	
Meeting Proficiency	Speaking and Listening
<b>Writing</b>	
Progress towards Proficiency	Writing
Meeting Proficiency	Conventions
<b>Language</b>	
Progress towards Proficiency	Grammar
Progress towards Proficiency	Vocabulary

### Math Progress Summary



Meeting Proficiency	12/22
Progress towards Proficiency	10/22
Limited Progress	0/22

<b>Mathematical Practices</b>	
Meeting Proficiency	Mathematical Practices
<b>Operations in Algebraic Thinking</b>	
Meeting Proficiency	Represents and Solves Problems Involving Addition and Subtraction
Meeting Proficiency	Works with Addition and Subtraction Equations
<b>Numbers and Operations in Base Ten</b>	
Not Evaluated	Extends the Counting Sequence
Meeting Proficiency	Understanding Place Value
Meeting Proficiency	Uses Place Value Understanding and Properties of Operations to Add and Subtract
<b>Measurement and Data</b>	
Not Evaluated	Measures Lengths Indirectly and by Iterating Length Units

## Standards Progress

The purpose of the Standards Progress graph is to show a student's progress on the grade level standards that have been taught and evaluated.

The expectation is for students to be **Meeting Proficiency** in most of the standards by the **end of the school year**. Therefore, at the beginning of the school year, it's normal for students to have a higher number of standards where he/she is performing at Limited Progress or Progress towards Proficiency on the grade level standards.

Through the Standards Informed model, students who may be struggling with specific standards, can be given additional opportunities or alternative ways of showing their progress towards proficiency on a standard.



<b>Meeting Proficiency</b>	17/39
<b>Progress towards Proficiency</b>	16/39
<b>Limited Progress</b>	6/39

## Reporting Category Progress

To more easily communicate a student's progress on grade level standards, complimentary standards are grouped together to create Reporting Categories.

The progress for each reporting category is determined by a student's progress on each standard within that reporting category.

<b>Reading</b>	
<b>Meeting Proficiency</b>	Print Concepts
<b>Meeting Proficiency</b>	Phonological Awareness
<b>Progress towards Proficiency</b>	Phonics/Word Recognition
<b>Limited Progress</b>	Fluency
<b>Progress towards Proficiency</b>	Literacy Comprehension
<b>Meeting Proficiency</b>	Informational Comprehension
<b>Speaking and Listening</b>	
<b>Meeting Proficiency</b>	Speaking and Listening
<b>Writing</b>	
<b>Progress towards Proficiency</b>	Writing
<b>Meeting Proficiency</b>	Conventions
<b>Language</b>	
<b>Progress towards Proficiency</b>	Grammar
<b>Progress towards Proficiency</b>	Vocabulary

**Please contact your child's teacher for more information about Standards Informed Learning and your child's progress on specific standards.**