

Reporting Student Learning Progress

Everett Public Schools

Last school year Everett Public Schools implemented a new standards-based elementary progress report which provides more specific information about student performance on the new state and district learning standards. We have reviewed the feedback gathered from teachers and parents and believe the final reporting model described below better communicates student learning and progress to parents. Thank you for your input and support for this new communication tool.

The report summarizes information in three areas:

1. **Behaviors That Promote Learning**: How a student learns.
2. **Academic Performance**: What a student has learned.
3. **Learning Progress**: How much a student has progressed over time.

This is a new way of reporting student progress on state standards and performance expectations. District staff (curriculum specialists, principals and teachers) continue to work hard to align their curriculum and instruction with these new state standards and expectations.

BEHAVIORS THAT PROMOTE LEARNING

This section of the progress report addresses those classroom behaviors which are key to school success, such as cooperation with others, participation in discussions, respect for others, production of quality work, and the effective use of class time.

A student will receive a C, O, S or R to indicate current performance in each area:

- C – Consistently
- O – Often
- S – Sometimes
- R – Rarely

ACADEMIC PERFORMANCE

The progress report provides information on a student's current level of performance in Reading, Writing, Communication, Mathematics, Science, Social Studies, Health, Fitness, Music, and Visual Art. The Washington state *Essential Academic Learning Requirements* are provided for each of these content areas, followed by a list of the skills and concepts that represent the end-of-year *Grade Level Expectations*.

A student will receive a 4, 3, 2 or 1 to indicate current performance in each area, based on where a student should be at this point in the school year if on track to meet the Grade Level Expectation by the end of the school year. An asterisk is used when an area has not yet been taught or evaluated. The brochure, *Learning Across the Year*, shows the learning targets in each academic area for each grading period.

- 4 – **Exceeding** performance expectations by one-year at this time
- 3 – **Meeting** performance expectations at this time
- 2 – **Approaching** performance expectations at this time
- 1 – **Below** performance expectations at this time
- * – (asterisk) *Indicates not evaluated at this time*

LEARNING PROGRESS

This section describes a student's progress over time. A student may be performing below expectations for a grade level but still have made significant progress during the last grading period. Alternately, a student may be performing at or above standard academically but only making minimal progress. It is important that students of all developmental ability levels make adequate progress toward meeting or exceeding grade level performance expectations.

A student will receive either a + ✓ or – to indicate current progress in each area:

- + for **significant** progress
- ✓ for **steady** progress
- for **minimal** progress

Parents with questions or concerns are encouraged to contact their student's classroom teacher.