

For the 2013-14 school year Everett Public Schools has integrated the common core standards into literacy and mathematics instruction throughout our K-5 programs following Washington State's adoption of the Common Core Standards in Literacy and Mathematics.

Everett's standards-based elementary progress report provides specific information about student performance on the state and district learning standards in all content areas and this year's reporting standards will reflect the language of the common core. This progress report is issued twice a year, once at the beginning of February and then again in June.

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.

### **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. District staff (specialists, principals and teachers) align the curriculum and instruction to state expectations. The Washington state *Essential Academic Learning Requirements* are provided for Science, Social Studies, Health, Fitness, Music and Visual Arts. The English Language Arts Common Core State Standards in reading, writing, and communication delineate the literacy skills required for students to be college and career ready. The Mathematics Common Core Standards promote conceptual understanding, procedural fluency, and problem solving.

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.

- 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 +, a ✓ or a – 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.