

In 2011, Washington State adopted the Common Core State Standards (CCSS). The CCSS describe what it is our students should know and be able to do. For this 2013-14 school year, Everett Public Schools has integrated the CCSS into literacy and mathematics instruction throughout our K-5 programs.

Everett's standards-based elementary progress report provides specific information about student performance on the state and district learning standards in all content areas. This year's reporting standards will reflect the language of CCSS.

This progress report is issued twice a year, once at the beginning of February and then again in June. The progress report contains the full year's standards.

As part of the transition to the CCSS, the instructional plan has a greater focus on targeted standards in a given semester. Each progress report includes the scores for what has been instructed and assessed that semester. An * on the progress report indicates that the standard is not assessed in that specific semester.

The report summarizes information in three areas:

1. **Behaviors That Promote Learning:** How a student learns.
2. **Academic Performance:** What a student learned.
3. **Learning Progress:** How much a student 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) aligns 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 CCSS in reading, writing, and communication delineate the literacy skills required for students to be college and career ready. The Mathematics CCSS 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.