

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 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.

Each progress report includes the scores for what has been instructed and assessed that semester. The letters NA on the progress report indicate that the standard is not assessed in that specific semester.

The report summarizes information in three areas:

1. **21<sup>st</sup> Century Skills:** How a student engaged in learning.
2. **Academic Performance:** What a student learned.
3. **Learning Progress:** How much a student progressed over time.

### **21st Century Skills**

This section of the progress report addresses learning and behaviors key to college, career, and life readiness. 2017-2018 was our launch year for integrating 21st Century Skills and common language into each classroom. This language is being introduced as a progression of skills that develop from kindergarten through twelfth grade. The six skill areas are citizenship, collaboration, communication, creativity, critical thinking and growth mindset.

A student will receive a C, O, S or R to indicate current performance in each area based on the grade level skill criteria:

- 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 Social Studies, Health, Fitness, Music and Visual Arts. The English Language Arts Common Core State Standards (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. In science, Next Generation State Standards (NGSS) were developed around three important dimensions to learning science and engineering including cross cutting concepts, science and engineering concepts, and disciplinary core ideas.

A student will earn a 4, 3, 2 or 1 to indicate current performance in each area. This score reflects 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. The letters NA will be used when an area has not yet been taught or evaluated.

- 4 – Exceeding** performance expectations (standard) showing advanced level of proficiency
- 3 – Meeting** performance expectations (standard) at this time
- 2 – Approaching** performance expectations (standard) at this time
- 1 – Below** performance expectations (standard) at this time
- NA** – *Indicates not assessed 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.

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.