



A Parents' Guide to the Botelle Elementary School Progress Report 2017-2018

This document is intended to explain how children's progress toward academic and personal and social expectations is communicated. It is our goal to clearly convey this information to families so we can partner with you in the education of the whole child. Our curriculum is aligned to the Common Core standards for literacy and mathematics and these standards are also addressed in social studies, science, the arts, and physical education. Personal and social development skills connect to achievement and are also described in this guide.

Q and A about Botelle's Progress Report

What is the purpose of the Progress Report?

The purpose of the progress report is to provide accurate information and feedback to students and their families on the student's progress towards achievement of grade level standards.

Why did Botelle School revise the Progress Report?

The shift to a standards based curriculum and learning targets required a change in the way children's progress is communicated. In addition, we wanted our progress report to consistently report progress on the most important skills in each discipline as they build in complexity grade to grade. Our revised progress reports are aligned from grade to grade, both in layout and skill.

How is progress reported?

Children's progress is reported in each content area and identifies achievement toward grade level standards for each marking period. The content areas are broken down into specific academic skills and align to the Common Core Standards. This provides parents with detailed information about the skills that their child has acquired and where he or she may need additional instruction and support. Comments also address students' strengths and areas for growth.

How will parents/ guardians know if their child is performing on grade level?

When a child meets expectation ("ME" on the progress report) for a standard they have achieved grade level expectation. Performance expectations change throughout the year. Therefore, one marking period your child could be exceeding expectations (EE) and the next marking period that could be meeting expectations.

If my child receives all exceeding expectation does that mean my child is above grade level?

When a child receives exceeding expectation they are consistently demonstrating skills at or above the highest expectation for that grade-level. It is our responsibility to challenge all students and we must differentiate instruction and content to meet individual needs.

How and when will parents/guardians receive the progress reports?

Progress reports will be sent home with your child at the end of each marking period and before parent and teacher conferences.

What can parents/guardians do if they don't understand the progress report?

Parents can talk with their child's teacher if they have specific questions about how to help their child. Conferences are scheduled to be a time to discuss questions. The principal can be contacted if you have general questions about the progress report.

Progress Report Performance Key Descriptors

EE	<u>Exceeds Expectation</u> for this marking period
	The student exceeds grade level standards and expectations. Performance is characterized by the consistent, independent, and extended understanding of the standard.
ME	<u>Meets Expectation</u> for this marking period
	The student meets grade level standards and expectations. Performance is characterized by a comprehensive understanding of the standard with minimal assistance.
AE	<u>Approaches Expectation</u> for this marking period
	The student is progressing toward grade level standards and expectations. Performance is characterized by an inconsistent understanding of the standard and support is needed at times.
BE	<u>Below Expectation</u> for this marking period
	The student is not meeting grade level standards and expectations yet. Performance is characterized by limited understanding of the standard. Significant support is needed regularly.
NA	<u>Not Assessed</u> for this marking period
	The standard is not a primary focus of learning during the marking period.
*	<u>Modified Curriculum</u>
	The curriculum has been modified for the student and progress is based on standards that are different from grade level expectations.

Evidence Used to Evaluate Progress Toward Standards

Teachers collect evidence of student learning in a variety of ways: the following are just a sampling of what teachers use to evaluate progress toward grade level standards and expectations~

- Collection of daily work gathered over time
- Daily observation, conversation and information gathered during individual and small group instruction
- Ongoing informal and formal assessments

Teacher Comments

Teacher comments may address student strengths and areas for growth, both academic and behavioral, as well as individual student goals.

Personal and Social Development Key Descriptors

Personal and social development is communicated by the degree to which students demonstrate the identified behaviors and student dispositions independently and consistently. Personal and social development can impact achievement and are important when considering the education of the whole child.

3	Student <i>consistently</i> demonstrates this behavior or disposition.
2	Student is <i>developing</i> this behavior or disposition and benefits from some reminders to demonstrate it.
1	Student <i>needs improvement</i> with this behavior or disposition and requires frequent reminders to demonstrate it.

Personal and Social Development Expectations

The indicators below describe the behaviors and dispositions teachers will provide feedback on in all grades. Specialists in Art, Music, Physical Education and Instrumental Music in grades 4-6 will give an overall “grade” that incorporates all indicators.

PERSONAL and SOCIAL DEVELOPMENT	1	2	3
Demonstrates a positive attitude for learning			
Participates meaningfully during instruction			
Prepares and organizes self, work, and materials			
Accepts and applies feedback to improve work			
Completes quality homework on time			
Works independently			
Works cooperatively with peers			
Perseveres through challenges			
Respects school property and the property of others			
Is kind and respectful toward others			
Demonstrates self-discipline			
Acts responsibly			