

Guilford Public Schools Elementary Progress Report Handbook

Guide for Parents and Guardians

Grades K - 4

Revised August, 2009

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Dear Parent or Guardian,

The elementary progress report provides detailed information about your child's progress toward grade level expectations or "standards" and teacher comments that describe specific strengths, areas of concern and goals for your child.

Teachers will provide additional information and samples of your child's work during parent/teacher conferences.

Reporting Process - Reporting student progress occurs throughout the year and takes various forms. The overall process helps parents understand the topics studied in each subject area, the skills introduced and the expected level of performance at each grade level.

November - Parent/Teacher Conference

January - Written Progress Report

April - Parent/Teacher Conference

June - Written Progress Report

Back-to-School Nights

September

Ongoing Communications

Newsletters

Phone Conversations

Feedback on Student Work

State and District Testing

Connecticut Mastery Test (CMT) for Grades 3, 4, 5, 6, 7, and 8 is given in March; results are reported to parents in September.

District Grade Level Assessments - given throughout the school year; the results are reported at conferences in November or as needed.

Standards Information

What are standards?

The Elementary Progress Report is designed to help parents and guardians understand their child's progress toward established grade level expectations or "standards." Guilford standards define the skills, knowledge, and understandings we believe each student should acquire in order to have a firm foundation for future learning. These standards describe what students should know and be able to do by the end of each grade level in the core academic areas.

How do standards promote achievement?

When students, teachers and parents or guardians are clear about expectations for learning, they can focus time and effort on developing the understandings that are essential. Teachers provide specific examples of what high quality work looks like, thereby motivating students to apply focused effort to learning tasks.

How will you know if your child will achieve a standard?

The January and June Elementary Progress Report is designed to inform parents and guardians about their child's progress relative to grade level standards. Teachers communicate this progress by indicating whether the child meets/exceeds, is progressing, or needs more time to meet grade level expectations.

What Student Evidence Determines Progress?

As students work toward achieving grade level expectations in all curriculum areas, teachers carefully consider the following in determining progress in all academic and special areas:

- a collection of work over time;
- daily written or oral tasks;
- application assessments including documented observations and performance tasks

In what academic subjects will teachers report whether or not a student meets standard?

Language Arts – Grades K, 1, 2, 3, 4

Math – Grades K, 1, 2, 3, 4

Science -- Grades K, 1, 2, 3, 4*

Social Studies – Students are not formally assessed in Social Studies at this time.

*There are four major science units taught at each grade level per year and some units are longer than others. Therefore, it is possible that more than one unit may be reported for a marking period while none may be reported during another marking period.

Description of Academic Criteria

M – Meets or exceeds grade level expectations for this marking period. Student consistently demonstrates understanding of skills and processes and actively participates in learning activities.

P – Progressing toward grade level expectations for this marking period. Student is developing grade level skills and understandings; on track to meet grade level expectations. Skills are developing with some assistance.

T – Additional Time and experiences needed to meet grade level expectations. A significant amount of academic support is needed to develop skills.

/ = Not assessed at this time. Depending on the time of the progress report, some concepts, skills, and understandings have not yet been introduced.

Work Habits/Social Personal Development Criteria

- *** Consistently demonstrates
- ** Making progress
- * Needs improvement

Teacher Comments

Teacher comments could address:

- Student strengths and/or areas of concern, both academic and behavioral;
- Individual student goals or an action plan regarding what is necessary to reach grade level expectations; and
- Specific content area units being studied and assessed during the marking period.

Special Areas

Physical Education – Grades K, 1, 2, 3, 4

Music – Grades K, 1, 2, 3, 4

Art – Grades 1, 2, 3, 4

Spanish – Grades 1, 2, 3, 4

Library Media – Grades K, 1, 2, 3, 4

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