



Your Child's Standards Based Progress Report

What does it mean and how can you support your child?



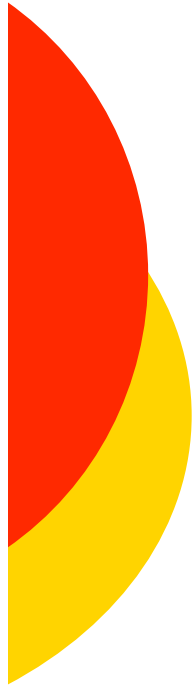
What is a Standard?

- A standard is what all students should know and be able to do. Standards do not vary from school to school, but are consistent statewide.



Why?

- Standards based teaching gives **every** child in **every** school, the opportunity to **meet or exceed** the State standard.
- Research has shown that low expectations is one of the biggest contributors to the achievement gap. Standards based teaching and assessment clarifies the expectations.



Standards-Based Progress Report Sample (Grade 4)

Denver Public Schools
School Name
Standards-Based Progress Report

Indicators of Program Toward Proficiency		Achievement of State Standards (End of Year ONLY)		Indicators of Effort	
4	Progress exceeds expectations	A	Advanced	4	Effort exceeds expectations
3	Progress meets expectations	F	Proficient	3	Effort meets expectations
2	Progress sometimes meets expectations	FP	Partially Proficient	2	Effort sometimes meets expectations
1	Progress is below expectations	U	Unsatisfactory	1	Effort is below expectations
M	Academic Standard Modified*	M	Academic Standard Modified*		
I	Individualized Plan*	I	Individualized Plan*		
N/A Not assessed at this time					

Reading		Trimester		
Teacher:		1	2	3
Reads and understands a variety of materials				
Applies thinking skills to reading, writing, speaking, listening, and viewing				
Locates and uses information from a variety of sources				
Reads and recognizes literature as a record of human experience				
EFFORT				

Target Reading Level	Lv. 38 or P-Q	Lv. 40 or Q-R	Lv. 40 or R-S
Student Reading Level (English)			
Student Reading Level (Spanish)			

Writing		Trimester		
Teacher:		1	2	3
Writes and speaks for a variety of purposes and audiences				
Writes and uses correct grammar, usage, sentence structure, punctuation, capitalization, and spelling				
EFFORT				

Social Sciences		Trimester		
Teacher:		1	2	3
Geography				
History				
Civics				
EFFORT				

Mathematics		Trimester		
Teacher:		1	2	3
Number Sense				
Algebraic Thinking				
Data and Probability				
Geometry				
Measurement				
Computation				
EFFORT				

Student is being supported by		Trimester		
Teacher:		1	2	3
*Individual Education Program (IEP)				
*504 Plan				
*HGT/GT Plan or Services				
Individual Literacy Plan (ILP)				
EFFORT				

Science		Trimester		
Teacher:		1	2	3
Scientific Investigation				
Physical Science				
Life Science				
Earth and Space Science				
Nature of Science				
EFFORT				

Characteristics of Successful Learners (Effort)		Trimester		
Teacher:		1	2	3
Work Habits:				
Completes class assignments				
Completes homework in a timely and satisfactory manner				
Participates in class activities as a productive and respectful group member				
Self assesses and sets goals for further learning				
Social Responsibilities:				
Takes responsibility for own actions				
Follows school, class, and playground rules				
Shows respect for self and others' ideas and property				

English Language Development		Trimester		
Teacher:		1	2	3
Listening				
Beginning				
Intermediate				
Advanced				
Speaking				
Beginning				
Intermediate				
Advanced				
Reading				
Beginning				
Intermediate				
Advanced				
Writing				
Beginning				
Intermediate				
Advanced				
EFFORT				

Attendance		1	2	3	Year Total
No. of Days Absent					
No. of Times Tardy					

Comments:

Principal's Signature _____



1, 2, 3, 4 vs. A, B, C, D

- Q: What is the difference?
- A: In a traditional system, what does an "A" really mean? It only compares students within their class. A Standards based progress report allows you to gauge your student's academic progress using a meaningful measure, the state standard.



What does the progress report tell you as a parent?

- It provides you with information on your students specific areas of progress toward the state standard each trimester.
- It provides you with an “end of year” determination of the achievement level of your student in relation to the standard.
- The Parent Guide breaks down what each standard means so you can get an honest assessment as to how your child is doing.



Examples:

- Math is broken into 6 standards:
- Algebraic thinking is very different in 1st grade vs. 6th grade. The parent guide helps to clarify these differences for parents.
- A student could be very good at Geometry yet struggling with Computation. This gives both you and the teacher information to better assist your child. You can see specific areas of strength and weakness.



Mathematics Section

Mathematics	Trimester		
	1	2	3
Teacher:			
Number Sense			
Algebraic Thinking			
Data and Probability			
Geometry			
Measurement			
Computation			
EFFORT			
Achievement of state standards (end of year)			



How will I know how my child is doing?

- **Students receive a 3** when they are well on their way to reaching the standard at the end of the year.
- If they do not receive a 3, they may receive one of the following:
- **Students receive a 2** if they have made some progress but are not quite on track to reach the standard by the end of the year. Some intervention may be necessary.
- **Students receive a 1** if they will definitely require extra support and intervention to achieve the standard.
- **Students may receive a 4** if they are far ahead of where they are expected to be *at that point in time* relative to the standards.



What do I look for?

- A: First look at whether your child is on track to reaching the standard. Are they getting primarily 3's? If so, they are right on track, if not, see below.



My child used to get A's now they get 1's and 2's. What does that mean?

- Your child might have been ahead of others in his/her particular class but is not on track to meet the standard. A standards based assessment sets a consistent bar for all students and allows you to honestly know where your child's academic strengths and weaknesses lie.



The parent's role

- **Q:** If your child is not on track to reach the standards, i.e.. They are getting primarily 1's and 2's, what do I do?
- **A1:** Look closely at the progress report. Where does your child score in the section "Characteristics of a Good Learner"? If this is an area which leaves room for improvement, that is the first thing that you as a parent can assist with, whether it be homework, attendance or behavior.



Characteristics of Successful Learners

Characteristics of Successful Learners (Effort)	Trimester	1	2	3
Work Habits:				
Completes class assignments				
Completes homework in a timely and satisfactory manner				
Participates in class activities as a productive and respectful group member				
Self assesses and sets goals for further learning				
Social Responsibilities:				
Takes responsibility for own actions				
Follows school, class, and playground rules				
Shows respect for self and others' ideas and property				



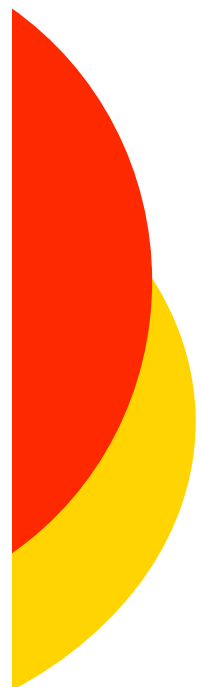
Characteristics of a good learner; what does this mean?

- Characteristics are critical to academic success.
- Gives the teacher opportunity to separate the characteristics of a good learner from academic achievement.
- Teacher can recognize the student that puts in the effort but is not succeeding academically in a way other than giving them a good grade for simply being nice.
- Ensures that as a parent you know your child is progressing academically toward their grade level standard.
- Prevents grade inflation which is unfair to the child.



The Parent's role, continued...

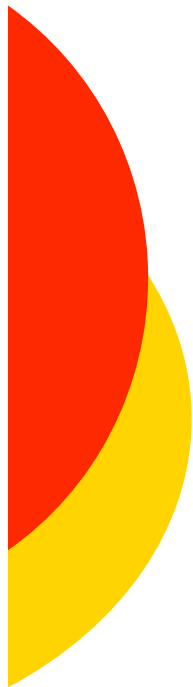
- **A2:** Read the Parent Guide that accompanies the Progress Report to ensure that you fully understand what the standard means. It also gives suggestions as to how you can support your child's academic progress.



Parent Guide
to
***Standards-
Based
Reporting***

Grade 4

Denver Public Schools



Reading

Students read and understand a variety of materials. Students use various reading strategies with increasing independence on increasingly sophisticated texts as the year progresses.

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- *Suggestions: Ensure that your child is reading at a level they can read easily. Help your child by discussing what he/she is reading. Ask your child to talk about what he/she has read so far and what might happen next. Talk about questions raised when reading the book. Ask your child to talk about a character or an important idea.*

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. Students think about what the author is trying to say and communicate those thoughts. Students understand that an author's point of view may influence the message. Students draw conclusions and support them with details from things they read, hear, or view.

- *Suggestions: Read and discuss books with your child. Ask thoughtful questions with more than one right answer. Read a letter to the editor or an article together and discuss fact versus opinion.*

Students read to locate, select, and use relevant information from a variety of media, references, and technological sources. Students should know where to look and how to access information, such as searching the Internet. Students focus on what is important to their chosen topics. Students should learn to compare different sources and credit them.

- *Suggestions: Help your child search for information on the Internet. Computers are available at the library, and the librarian can help your child get started. Read the information or article and talk about the most important points.*

Students read and recognize literature as a record of human experience. Students read, listen to, discuss, and compare different types of literature representing a number of different cultures. They figure out main characters, communicate the main story line and summarize the story, focusing on main ideas.

- *Suggestions: Encourage your child to select books about different places or different types of people or characters. Talk with your child about the books and how the people or characters affect the story.*



Parent's role, continued.....

- **A3:** Arrange a time to meet with your child's teacher to discuss concerns. Ask what is being done to help your child meet the standards.



Is my child being challenged?

- **Q:** What if your child is getting all 4's?
- **A:** If your child is consistently exceeding expectations of where he/she is expected to be at each point in time, meet with your child's teacher and ask how your child is being challenged in this class, and what can be done to support their academic achievement.
- If the student is consistently exceeding grade level expectations it would be appropriate that the teacher provide enrichment opportunities to further challenge the student.



What if my student is being supported by an IEP or 504 Plan?

- Certain students who take CSAP-A may see an M followed by a number with an attachment showing what grade level standards your child is working towards. The only time the standards are modified is when the grade-level standard expectations are changed.




What if my child is working significantly above grade level?

- If the student is designated GT/HGT, is on a GT/HGT Advanced Learning Plan, and is working significantly ahead of grade level standards, it is possible that the teacher can look to the expectations of the next grade level and challenge your child to reach those expectations. In this case, your subsequent progress reports would have an “M” followed by a number with an attachment of the GT/HGT Plan showing what grade level standards your child is working towards. This may be in only one content area.



What does the “I” mean?

- The “I” is only for students who have an IEP, Section 504 plan or HGT/GT plan. It simply designates that the student is working on an individualized plan yet they are still striving to reach the grade level standards.



Where can I go for more information?

Copies of the Progress Reports, the accompanying Parent Guides, the Teacher Guides containing Progress Indicators and the Planning Guide Addenda, plus ELD Indicators of Progress are all available at:

<http://parentguide.dpsk12.org>