

## Overview

### What is a Standards-Based Progress Report (SBPR), and why is it used?

*An SBPR gives you information about how your child is progressing toward meeting the Colorado State Standards during the course of the school year. Standards specify what all students should know and be able to do.*

- Your child’s performance is measured against the standard, rather than simply being compared to other students in his or her class.
- It gives every child in every school the opportunity to meet or exceed state standards.
- It gives you, the parent or guardian, a more detailed and honest assessment of how your child is progressing academically.

### What do 4, 3, 2, and 1 mean? How do they compare to A, B, C, and D?

*There is no comparison to A, B, C, and D.*

- The numbers indicate whether students are “on track” toward meeting the year-end standard.
- A 3 the first trimester does NOT mean that students have reached the goal of proficiency; rather, their progress is meeting expectations for the trimester, and, if students remain on that path, they should reach proficiency (the goal) by the end of the year.
- Final grade-level proficiency can only be determined at the end of the year.

### Students receive 3s on trimester progress reports when they are well on their way to meeting the standard.

*If they do not receive 3s, they may receive one of the following.*

- Students receive 2s 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 1s if they will definitely require extra support and intervention to achieve the standard.
- Students may receive 4s if they are far ahead of where they are expected to be at that point in time relative to the standards.

### What do advanced, proficient, partially proficient, and unsatisfactory mean for end-of-year achievement?

*Assuming the state standard is the goal:*

- **Advanced** means they have consistently exceeded the grade-level goal.
- **Proficient** means they have consistently demonstrated the grade-level goal.
- **Partially Proficient** means they are working towards the grade-level expectation, but they have not been able to consistently demonstrate the grade-level goal.
- **Unsatisfactory** means they consistently do not demonstrate grade-level expectations and therefore will require extra support and intervention to reach the goal.

Following are the standards established by the State of Colorado. It is the goal that all students meet these standards by the end of their **seventh-grade** year.

## Literacy Goals

As students pursue the literacy goals throughout their seventh-grade year, they will become increasingly independent in their reading while being challenged by more difficult texts.

### Reading

**Students read and understand a variety of materials.** Students are expected to use various reading strategies with increasing independence on more difficult texts as the year progresses.

- **Suggestions:** *Ensure that your child is reading at a level at which he/she can read fluently. You can assist by reading and discussing books or magazines together. Ask your child to summarize what he/she has read and compare and contrast the book with others previously read.*

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

- **Suggestions:** *Read magazine and newspaper articles or editorials together and ask your child what he/she thinks about the issues. Have him/her explain reasons for taking positions.*

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

- **Suggestions:** *Work with your child to use the Internet to search for information. Computers are available at the library, and the librarian can help your child get started. Read the information online and discuss the quality of the information and its important points. Your child could take brief notes on index cards on important points taken from the online search.*

**Students read and recognize literature as a record of human experience.**

Students should read, listen to, discuss, and compare a variety of types of literature representing a number of different cultures. They should be able to figure out the main characters, communicate the main story line, and summarize the story while focusing on main ideas.

- **Suggestions:** *Encourage your child to expand his/her reading to include books that represent a variety of perspectives. Discuss the similarities and differences among the books and ways in which those stories reflect different cultures and ethnic groups.*

## Writing

**Students write and speak for a variety of purposes and audiences.** Students should be able to write letters, stories, nonfiction reports, and directions. They should be able to organize writing so it has an inviting introduction, a logical progression of ideas, and a purposeful conclusion. Students should be able to create multiple-paragraph compositions that begin with thesis statements and focus on main ideas. Compositions should be supported with relevant details and examples that consider purpose and audience. Students’ writing should demonstrate a command of conventional spelling, mechanics, and punctuation.

- **Suggestions:** *Write with your child or encourage him/her to write independently for a variety of purposes and audiences, such as e-mail messages, notes, cards, letters, lists, and other fun writing opportunities (keeping a writing log; writing a story, play, or comic book to share with friends or family; and keeping a vacation log).*

**Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.** Students should be able to recognize correct grammatical sentence structure, punctuation, and capitalization.

- **Suggestions:** *Write letters, lists, and notes for and with your child. Let your child see how writing is used in everyday life.*

## Social Sciences Goals

**History:** The focus is on world history from the 300s through the 1600s.

Students come to understand how cultures of various continents are connected by economic, scientific, and cultural change. In addition, students learn how political institutions, world religions, and varying philosophical ideas have influenced history.

- **Suggestions:** *Discuss your own family history. Try to determine where your ancestors are from and what their religious beliefs were. As a family, discuss why certain decisions might have been made by previous generations regarding immigration or religion. Discuss current events as they relate to history. Assist your child in putting things in chronological order.*

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## Mathematics Goals

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Students' mathematical understanding will be assessed each trimester based **only on the units taught in that trimester**. At the end of the seventh-grade year, an overall view of students' progress and mastery of standards will determine the level of proficiency attained. By the end of the seventh-grade year, students should have met the following goals.

**Number Sense:** Students use numbers in various forms to solve problems. They will compare numbers in a variety of ways, including differences, rates, ratios, and percents. Students order positive and/or negative rational numbers (fractions).

- **Suggestions:** *Ask your child to describe some real-world situations in which integers (positive and negative numbers) are used. Look for examples of ratios, proportions, and percents in newspapers or magazines. Talk with your child about what these numbers tell you about the situation.*

**Algebraic Thinking:** Students represent, describe, predict, and interpret patterns using numbers, graphs and tables. They write equations and use the equations to solve problems. Students use variables to describe relationships to solve problems and make decisions.

- **Suggestions:** *Discuss linear real-world situations. Describe these situations using a table, graph, and equation. An example could be phone charges that increase at a constant rate based on the length of the call.*

**Data and Probability:** Students read, interpret, organize, and draw conclusions from data (information). They compute and compare the chances of various outcomes of an event.

- **Suggestions:** *Have your child look for uses of graphs, tables, and charts in magazines, newspapers, or on television. Discuss ways the data are displayed. Other activities can include games of chance and probability such as cards or dice. Look at lottery games and discuss realistic outcomes.*

**Geometry:** Students recognize and use shapes and their properties to make mathematical arguments and solve problems. They explore similarity and congruence, using a scale factor and ratios to create similar figures.

- **Suggestions:** *Talk with your child about places in the real world where items are reduced or enlarged, such as model airplanes, toy trains, or doll houses.*

**Measurement:** Students find area and perimeter of rectangles, parallelograms, triangles, circles, and irregular figures. They also find the surface area and volume of rectangular solids, cylinders, and prisms.

- **Suggestions:** *Have your child find the volume of various rectangular prisms in your home such as shoe boxes and cereal boxes. Ask him/her to calculate the amount of packaging used in each of these.*

**Computation:** Students use order of operations to evaluate numerical expressions. They develop fluency with paper and pencil computation, calculator use, mental calculation, and estimation. They choose among these when solving problems.

- **Suggestions:** *Encourage your child to use paper and pencil and/or calculators to solve real-life computations, such as tax on purchases, discounts, and allowances. Give your child the information, but let him/her set up the problems. Allow your child to make mistakes and help him/her see how numbers could be reformatted to come up with accurate answers.*

## Science Goals

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**Scientific Investigation:** Students ask scientifically oriented questions, gather and organize information; and formulate explanations based upon evidence. Finally, they communicate the results of their findings.

- **Suggestions:** *Talk to your child about what he/she is learning and most important, what questions he/she has asked about the topic. When your child gives you an opinion about something read, challenge him/her to explain answers based upon evidence. Encourage your child to enter a science fair.*

**Life Science:** Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. This study is focused on learning about the body, the cardiovascular system, genetics, and how traits are passed from generation to generation.

- **Suggestions:** *Ask your child questions about the cardiovascular system. Have him/her show you how to take one's heart rate and demonstrate what happens to heart rate following exercise. Have your child develop a family tree following certain family traits, such as eye color, hair color, or handedness. See if your child can trace a family trait within your family tree.*

**Nature of Science:** Students understand that scientific knowledge changes as new knowledge is acquired and current ideas are modified. The focus is learning about what scientists do.

- **Suggestions:** *With your child, watch television programs such as Nova or Animal Planet. Watch a scientist at work. Note what the scientist is asking, what he/she is finding out, and how he/she goes about doing their job.*

## English Language Development

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If your student is identified as an English language learner, you will find an English Language Development (ELD) section in the Progress Report. You will also receive an additional ELA Parent Guide.

# Parent Guide to Standards- Based Reporting

## Grade 7

Denver Public Schools