

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

Literacy Goals

As students pursue the literacy goals throughout their **eighth-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 he/she can read fluently. You can assist your child by reading and discussing books or magazines together. Ask your child to summarize what he/she has read and compare and contrast their book with others read previously.*

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. Students think about what an author is trying to say and communicate those thoughts in their own writing or conversations. They 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 magazine or newspaper articles or editorials together and ask your child what he/she thinks about the issues. Have him/her explain the reasons for taking a position.*

Students read to locate, select, and make use of relevant information from a variety of media, references, and technological sources. Students know where to look and how to access information, such as using the Internet for a search. Students know how to focus on what is important to their topic. Students compare different sources and credit these 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 using index cards of important points taken from the online search.*

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

Students read, listen to, discuss, and compare a variety of types of literature representing a number of different cultures. They figure out the main characters, communicate a main story line, and summarize the story, 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 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 write letters, stories, nonfiction reports, or directions. They should be able to organize writing so it has an inviting introduction a logical progression of ideas, and a purposeful conclusion. Students create multiparagraph 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 -email messages, notes, cards, letters, lists, and other fun writing opportunities such as keeping a writing log; writing a story, play or comic book to share with friends or family; or 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 U.S. history with an emphasis on the U.S. Constitution. Students come to understand how technology and economic activity have affected society. They should be able to understand that people and places can impact each other in the following ways: 1) how people make a living, 2) the types of governments they set up, 3) the cultures they develop, and 4) the way their social structures evolve.

- **Suggestions:** *Have your child read and use maps. Discuss how where you live impacts the way you lead your life. Read a newspaper or magazine article together and discuss how certain current issues relate to the Constitution.*

Economics: Students gain an understanding that decisions must be made about the use of resources, goods, and services in communities. Students come to understand that individuals do not live in isolation, but depend on others for trade to support households, business, governments, and societies.

- **Suggestion:** *Discuss ways in which your child could set up his/her own business or provide community service in the neighborhood to be a better citizen.*

Civics: Students focus on the colonization of North America, slavery, and formation of the Constitution.

- **Suggestions:** *Discuss the upcoming election with your child and how decisions in government are made. Together pay attention to world news and think about the effects on a nation and its people if they have a different type of government.*

Mathematics Goals

Students' mathematical understanding will be assessed each trimester based **only on the units taught in that trimester**. At the end of the eighth-grade year, an overall view of the students' progress and mastery of standards will determine the level of proficiency attained. The eighth-grade curriculum has a strong focus on Algebra. Students who demonstrate mastery of Algebra at the end of the year will begin high school in Geometry or IMP 2. By the end of the eighth-grade year, students should have met the following goals.

Number Sense: Students use numbers in various forms to solve problems. They compare numbers in a variety of ways, including differences, rates, ratios, and percents. Students use exponential and scientific notation.

- **Suggestions:** *Ask your student to describe some real-world situations in which integers (positive and negative numbers) are used. Look for examples of ratios, proportions, percents and rates in newspapers or magazines and talk with your student 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 them to solve problems. Students use variables to describe relationships to solve problems, and make decisions. They investigate many functions including linear, quadratic, and exponential.

- **Suggestions:** *Discuss real-world situations that can be described using a table, a graph, and an equation. An example is phone charges that increase at a constant rate based on the length of the call. Discuss situations where one quantity depends on another—how does changing one affect the other?*

Data and Probability: Students compare data using tables, stem-and-leaf plots, histograms, and box-and-whiskers plots. They use measures of center (mean and median) and measures of spread (range) to compare data.

- **Suggestions:** *Have your student 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 the lottery and discuss your actual chances of winning.*

Geometry: Students use the properties of right triangles, including the Pythagorean Theorem to solve problems. Students understand types of symmetry.

- **Suggestions:** *Discuss with your student how the Pythagorean Theorem is used in careers such as by carpenters, architects, and pilots. Look for geometric patterns in art and nature and identify the types of symmetry present.*

Measurement: Students find areas and perimeters of figures. They use the Pythagorean Theorem to find side lengths and angles in right triangles.

- **Suggestions:** *Ask your student to figure out the longest pencil that could fit in a small box (on the diagonal). Use spaghetti to test the answer.*

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

- **Suggestions:** *Encourage your student to use paper and pencil and/or calculators to solve real-life computations, such as tax on purchases, discounts and allowances. Have your student calculate rates of change, such as miles per gallon or cost per item.*

Science Goals

Scientific Investigation: Students learn to ask scientifically oriented questions, gather and organize information, and formulate explanations based on evidence. Finally, they learn to 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 he/she has read, challenge him/her to explain his/her answers based on evidence. Encourage your child to enter a science fair.*

Physical Science: Students understand different types of energy and the properties of each; how force is related to mass and acceleration; and the unique nature of individual materials and how they interact with each other.

- **Suggestions:** *Discuss how your family uses different types of energy—such as riding in a car or heating a house—and how you might conserve energy. Cook together and discuss how your end product is affected by energy (mixing, heat) and how each ingredient plays a unique role in the finished product.*

Nature of Science: Students understand that scientific knowledge changes as new knowledge is acquired and current ideas are modified. By learning about what scientists do, students come to understand how advances in science develop.

- **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

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 8

Denver Public Schools

