

This year progress will be measured by what students should be able to do by the end of the marking period not by the end of the year.

about the student's marking period.

Student Name	Student ID	Teacher

**Purpose:** The primary goal of the progress report is to communicate progress in demonstrating *achievement* of the State Standards and quality

**Achievement Toward Grade Level Standards Key By Marking Period**  
 4=Strongly in Place 3=Progressing 2=Needs Improvement 1=Below Standard NA = Not Addressed in Marking Period

Marking Period	1	2	3	4
<b>Language Arts Teacher -</b>				
<b>Reading</b>				
Identifies and interprets texts; analyzes how texts are organized				
<b>Writing</b>				
Writes a variety of texts; follows the writing process				
<b>Speaking and Listening</b>				
Integrates and evaluates media; builds on other's ideas; presents clear and logical presentations				
<b>Foundational Skills</b>				
Knows and applies grade level phonics and word analysis skills; reads fluently	4			
<b>Language</b>				
Learns and uses appropriate grammar and vocabulary in spoken and written language; demonstrates appropriate capitalization, punctuation and spelling when writing				
<b>Social Studies Teacher -</b>				
Growth toward content standards				
Demonstrates ability to interpret and analyze information				
Communicates knowledge of concepts orally and/or in writing				

Strands have been reduced in number and correspond with the Common Core Standards. Teachers will use rubrics to determine a student's progress.

Only scores from 1-4 are used in reporting mastery towards the standards for grades 1-5. Grades are no longer used in grades 4-5.

Marking Period	1	2	3	4
<b>Mathematics Teacher -</b>				
<b>Number and Operations in Base Ten</b>				
Understands that the base ten numerals represent numbers				
Operates with numbers				
<b>Measurement and Data</b>				
Solves measurement problems; represents and interprets data				
<b>Geometry</b>				
Reasons with shapes				
<b>Mathematical Practices</b>				
Makes sense of problems and perseveres; constructs arguments and defends thinking; uses precise mathematical language				

Only scores from 1-4 are used in reporting mastery towards the standards for grades 1-5. Grades are no longer used in grades 4-5.

<b>Science Teacher -</b>				
Growth toward content standards				
Demonstrates investigative skills and strategies				
Communicates knowledge of concepts orally and/or in writing				

Specialist Areas	Marking Period	1	2	3	4
<b>Music Teacher -</b>					
Growth toward standards					
Understands concepts					
Applies skills					
Demonstrates appropriate behavior					
<b>Art Teacher -</b>					
Growth toward standards					
Understands concepts					
Applies skills					
Demonstrates appropriate behavior					

Specialist Areas	Marking Period	1	2	3	4
<b>Physical Education Teacher -</b>					
Growth toward standards					
Understands concepts					
Applies skills					
Demonstrates appropriate behavior					
<b>Library Teacher -</b>					
Growth toward standards					
Understands concepts					
Applies skills					
Demonstrates appropriate behavior					

Process behaviors, study skills and work habits that contribute to learning but are not included in an achievement grade. The \*, + and – will be used to communicate how well a student exhibits these qualities.

# Progress Report

Teacher	Principal	School
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## Qualities of a Learner Key

\* Exceptional      + Satisfactory      – Unsatisfactory

Marking Period	1	2	3	4
<b>Qualities of a Learner</b>				
<b>Self-Directed Learner</b>				
• Listens attentively	*			
• Follows directions				
• Seeks help when needed				
• Works well independently				
<b>Quality Producer</b>				
• Produces neat work				
• Keeps material organized				
• Completes classwork on time				
• Completes homework on time				
• Work produced reflects ability				
<b>Collaborative Worker</b>				
• Accepts constructive suggestions				
• Works well in groups of various sizes				
• Participates in discussions				
<b>Respectful Citizen</b>				
• Follows school/classroom rules				
• Shows respect for property, self and others				
• Accepts responsibility for own action				

Text boxes allow teachers to communicate to parents what had been covered for that marking period.

Marking Period	1	2	3	4
<b>Additional Information</b>				
Days Absent	5			
Days Tardy				
Early Dismissal				
Conference Requested				
Conference Attended				
Promotion in Danger		X		
Promoted to Grade				
Administratively Assigned to Grade				
Retained in Grade				

<b>Related Services</b>				
Marking Period	1	2	3	4
Math Support	X			
Reading Support				
English Language Learner Support	X			
504 Accommodation Plan				
Special Education: See IEP Progress Report				
Gifted/Enrichment Program				

First MP:

Second MP:

Third MP:

Fourth MP: