The Purpose of Progress Reports

Progress reports provide parents with a written record of their child’s performance over time. The goal is to communicate effectively how the student is developing, both individually and according to district expectations. The progress report is one component of the communication process. Other components of the communication process include:

- Conferences
- Telephone calls
- Open House/Curriculum Snapshots
- Written and verbal communications
- Newsletters
- Student work
- State and District Assessments

The progress report helps:

The teacher to:
1. Communicate progress towards the mastery of grade level curriculum and standards to the student and parent
2. Appraise the effectiveness of strategies and modes of instruction
3. Evaluate the strengths and needs of each student

The student to:
1. Evaluate and see personal growth towards mastery of skills and content
2. Recognize strengths and how work might be improved
3. Set future learning goals

The parent to:
1. Be knowledgeable about the student’s progress towards mastery of grade level curriculum and standards
2. Guide and assist the student in making academic and social progress
3. Encourage the student to give maximum performance in academic areas

Standards-Based Reporting

In a traditional grading system, students receive one letter grade for each subject area, commonly an A through F. In this system, students receive grades and marks over the course of the semester that are then averaged together to determine a final grade at the end of the semester. The criticism of this system is that it offered little information on student strengths, weaknesses and areas to target for learning growth.

Wethersfield Public Schools progress report for kindergarten through sixth grade is standards-based. Standards-based grading allows teachers to offer a more comprehensive picture of student performance that promotes development and learning growth. A standards-based grading system utilizes a rubric, in Wethersfield a scale from 1 to 4, which describes student progress towards mastery of each curriculum expectation on the progress report.

A common misconception in transitioning from a traditional progress report to a standards-based progress report is to view a score point of 3 as equivalent to an A. The two marks are based on different forms of grading systems. A 3 indicates that the student is consistently demonstrating grade-level expectations. An A is an average of a variety of grades and performances that vary over time.
The Wethersfield Public School curriculum is based on the Connecticut State Department of Education Frameworks and on the Common Core State Standards. The elementary progress reports have been written to reflect selected standards in each content area with a rubric that describes progress towards mastery of each curriculum expectation.

**Description of Progress Descriptors**
Within the academic areas, there are four numerical codes that will be used to tell parents and students how student work compares to grade level expectations and standards. The curriculum expectations on the progress report are end-of-the-year grade level expectations. Teachers utilize a set of indicators that describe student expectations at the end of each trimester that build towards mastery of the standard for the end of the year. Students are not expected to have mastered all the curriculum expectations by the end of the first or second trimesters. The progress report has been designed to reflect student growth over the course of the school year. **Most students, meeting grade level trimester curriculum expectations, will score a 3.**

**Academic and Special Areas Progress Descriptors**

4   Exceeding Grade Level Standards  
   *Produces above grade level work consistently and independently at this time*  
   - Demonstrates advanced thinking and understanding of skills  
   - Masters and applies knowledge and skills that lead to consistent, high quality work  
   - Completes quality work independently  

3   Meeting Grade Level Standards  
   *Produces grade level work consistently and independently at this time*  
   - Consistently applies skills to assigned work  
   - Completes assignments and tasks with appropriate quality  

2   Approaching Grade Level Standards  
   *Produces grade level work inconsistently at this time*  
   - Demonstrates partial understanding or inconsistent application of concepts and skills  
   - Requires additional practice and reinforcement of skills to meet expectations  

1   Not Meeting Grade Level Standards  
   *Not yet able to produce grade level work at this time*  
   - Demonstrates minimal understanding of skills  
   - Shows little or no progress  

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**Academic and Behavioral Responsibilities Progress Descriptors**

Each content area has specific objectives outlined that build towards student mastery of that content. It is the belief of Wethersfield Public Schools that students develop skills and habits that promote lifelong learning and that these skills contribute to academic success.

Teachers assess the skills and habits that support lifelong learning using a three-point rubric.

- **C Consistent**
  - Meets the expectation independently and does not require assistance or redirection

- **I Inconsistent**
  - Requires some assistance and redirection to meet the expectation

- **N Needs improvement**
  - Rarely meets the expectation independently and requires considerable assistance and redirection

An example of the Academic and Behavioral Responsibilities from grade 3 includes:

- Follows rules and routines
- Follows directions
- Organizes work and materials
- Maintains focus on independent work
- Seeks help appropriately
- Shares responsibility for collaborative work
- Expresses thoughts with clarity and fluency
- Checks work for neatness and accuracy
- Completes homework
- Listens attentively
- Participates in classroom activities and discussions
- Shows respect and consideration for others
- Demonstrates self-control during unstructured times

**Teacher Comments**

Teacher comments are written in an effort to provide parents with a brief explanation or narrative that offers more detail about student learning. The curriculum expectations on the progress report present a comprehensive view of a student’s performance, which makes the need for extensive comments less necessary.

**Individual Education Plans and 504 Accommodations**

If a student has an individualized education plan or a 504 accommodation plan, the grading on the progress report will reflect any modification in grading, course content or student expectations specified by the planning and placement team. The progress report will reflect progress toward district performance standards defined in the IEP or 504 accommodation plan. Any variation in grading procedures is determined by the student’s IEP or 504 accommodation plan. When grading students who qualify for special education, the student cannot be penalized because of his/her disabling condition. Assessment of the student must be based on performance that demonstrates progress towards mastery of the performance standards outlined in the student’s IEP or 504 accommodation plan, as applicable.
Understanding the Academic Areas of the Progress Report
The curriculum expectations on the progress report reflect the expectation of student performance by the end of the school year. As a teacher analyzes a child’s progress towards mastery of these standards each trimester, s/he will be using a framework that describes content and skills that are expected. Students are not expected to have mastered all the curriculum expectations by the end of the first or second trimesters. The progress report has been designed to reflect student growth over the course of the school year. These descriptors have been written based on the Wethersfield Public Schools curriculum, the Connecticut State Department of Education Frameworks and the Common Core State Standards.

Further information may be found at:

**Wethersfield Public Schools**
This link provides grade level information about the topics and units taught in each grade level curriculum. On this website, parents and families can find the *Curriculum Snapshots* which summarize each grade level curriculum and units of study.  
[www.wethersfield.k12.ct.us/](http://www.wethersfield.k12.ct.us/)

**Connecticut State Department of Education**
This link will provide parents and families with information on the most current Frameworks and Standards adopted by the state.  
[www.sde.ct.gov](http://www.sde.ct.gov)

**Common Core State Standards**
This link will provide parents and families with information on the curriculum updates at the national level.  
[www.corestandards.org/](http://www.corestandards.org/)

**Parent Conferences**
Parent conferences occur twice a year, once in the fall prior to progress report distribution and again in the spring after progress report distribution. The fall conference is an opportunity for you and your child’s teacher to set academic goals and discuss your child as a learner. The spring conference is an optional opportunity to review your child’s growth and progress in the second semester. It is always recommended that you contact your child’s teacher(s) regarding specific questions throughout the year. Open, productive communication is crucial in the education process.