

Progress Report Guide

Glossary of Terms

The purpose of this document is to assist parents in the understanding and interpretation of the information contained on the elementary progress reports. The elementary progress reports are intended to be a record of students' academic growth and development as well as a communication tool between the home and school. Additional questions arising as a result of reading this document and reviewing the corresponding progress reports are best addressed through direct communication with the classroom teacher and/or building principal.

Terms are defined according to their order of appearance on the progress report.

Performance Key:

The performance key indicates the marks that will be used to represent a student's progress on the areas noted on the report.

M – Meeting Expectations – This mark represents a level of performance that is at or above the grade level or developmental expectations for that specific area. M encompasses a broad range on the performance continuum including students who are performing right at the grade level expectations as well as those students who are performing considerably above.

P – Progressing – This mark represents a level of performance that is currently below the grade level or developmental expectations, but developing toward the attainment of those expectations. P generally suggests a student is applying appropriate effort and with additional time/practice will meet the grade level expectations.

N - Needs Improvement – This mark represents a level of performance that is significantly below the grade level or developmental expectations. N suggests corrective action is necessary whether in the form of applied effort, alternative instruction, additional practice, modified curriculum or other adjustments.

+ - Additional Information Attached – This mark represents a departure from the regular curriculum. Students, for a variety of reasons, may receive instruction using some type of alternative curriculum or programming. When that situation occurs, the areas on the existing report are no longer appropriate. The + indicates information is included on another report to more specifically describe the student's performance on the alternative curriculum.

Reporting Periods:

The K-6 reporting periods are defined by the numbers **(1, 2, and 3)** indicating there are three elementary reports sent to parents each year. Those reports are completed after the first nine weeks of the school year, at the conclusion of the next 12 weeks of the school calendar, and at the end of the school year. Parent/teacher conferences are held to review and discuss the first two progress reports.

Personal Development/Work Habits:

The first six areas correspond to the six pillars of Character Counts (Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship) and merge school expectations with performance indicators.

The second set of six areas reflects work habits that are very important to students' elementary school success and also important to their potential as desired employees. The areas also correspond to the qualities measured on the work ethic assessment given to Pleasant Valley students in the 8th and 10th grades.

Academic Progress:

This section of the report identifies students' progress on the content areas designated. As students progress from kindergarten through sixth grade, the specific subject areas and skills change somewhat to reflect the student's growing maturity and competency as learners. Therefore, **on the pages that follow**, three sets of skills will be defined: kindergarten, first grade, and grades 2-6.

In this glossary, **not all** skill areas will be defined. Those that the reader might have previously experienced or have knowledge of are not defined. However, those that might be new to the reader, easily confused with another word, or critical to a parent's understanding of their student's progress will be explained.

Attendance:

Students' attendance will be recorded as days absent and days late/tardy for each specific reporting period. In order to derive the cumulative total of absent or tardy days, the sum of the days from the preceding reporting periods will be calculated with the current reporting period and listed in the total category.

Comments: (recorded on page 2)

For each reporting period, a teacher will have the opportunity to more specifically describe a student's progress, note areas of particular success, or identify areas for additional practice or skill development. This comment section (on page 2) will also be present during each of the subsequent reporting periods in order for progress to be easily tracked. In addition, the special area teachers (art, music, physical education, science) may or may not add specific comments. If comments are added, they will immediately follow the performance indicators of that special's area.

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Kindergarten Report

Academic Progress:

This section of the report identifies students' progress on the content areas designated. In this section of the glossary, **not all** skill areas will be defined. Those that the reader might have previously experienced or have knowledge of are not defined. However, those that might be new to the reader, easily confused with another word, or critical to a parent's understanding of their student's progress will be explained.

Reading/Literature:

Print Concepts – Print concepts refer to those terms applied to the understanding of words on a page: letters, words, sentences, left to right progression, top to bottom, return sweep, etc. A student's understanding of “print concepts” is a necessary precursor of his/her ability to learn to read.

Upper Case – The capital letters of the alphabet.

Lower Case – The small letters of the alphabet.

Word Recognition – Word recognition refers to a student's immediate ability to identify words in print.

Comprehension – Comprehension refers to a student's ability to understand the meaning of the text or reading material.

Story Recall – Story recall relies upon the student's ability to remember the details of the text.

Story Prediction – Story prediction asks students to use information from the text to make a “guess” about the text to follow.

Writing:

Writing Using- A young student's writing typically follows a predictable progression involving (in order) the use of:

Pictures
Letters (may be random)
Beginning Sounds
High Frequency (commonly seen) Words
Sentences

As with all areas of development, students progress through these areas at differing rates.

Speaking:

Fluency- In terms of oral speech, fluency refers to a student's articulation (correct formation of sound), rate of speech and ability to be understood.

Math:

Number Knowledge – Number knowledge refers to a student's sense of numbers and it includes the ability to count, recognize and write them. The various quantities after each of these skills refers to the expectation for each of the three reporting periods. For example, students will be expected to count to 35 in order to meet expectations for the first reporting period, to 70 to meet expectations for the second reporting period, and to 120 to meet expectations for the third reporting period. The areas of recognizing and writing numbers are assessed similarly.

Concepts – Concepts refer to a student's understanding of the properties and qualities inherent in mathematical thinking.

Number Stories – This refers to simple number facts/sentences told orally to help students begin to acquire an understanding of basic addition and subtraction.

Ordinal Positions – This refers to a student's understanding of such terms as first, last, middle, second, fourth, etc.

Technology, Art, Music, and Physical Education:

Each of these areas is divided into two distinct skill designations:

Content Knowledge- This refers to the body of information a student must acquire to understand a particular area or topic at a grade or developmentally appropriate level. It is the “knowing” portion of the learning equation.

Application- This refers to a student's ability to utilize the learned content knowledge to complete a given task. It is the “doing” portion of the learning equation.

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First Grade Report

Academic Progress:

This section of the report identifies students' progress on the content areas designated. In this section of the glossary, **not all** skill areas will be defined. Those that the reader might have previously experienced or have knowledge of are not defined. However, those that might be new to the reader, easily confused with another word, or critical to a parent's understanding of their student's progress will be explained.

Reading/Literature:

Phonemic Awareness/Phonics – Phonemic awareness refers to the student's ability to hear, identify and manipulate individual sounds in spoken words. Phonics refers to the student's ability to understand the relationship between the letters of written language and the individual sounds of spoken language. Both phonemic awareness and specific phonic skills are important components in a student's ability to recognize and understand print.

Word Recognition – Word recognition refers to a student's immediate ability to identify single words in print.

Fluency – Fluency is the ability to read a text accurately and quickly. Fluent readers read aloud effortlessly and with expression.

Comprehension – Comprehension refers to a student's ability to understand the meaning of the text or reading material.

Math:

Number Knowledge – Number knowledge refers to a student's sense of numbers and it includes the ability to count, recognize and write them.

Concepts – Concepts refer to a student's understanding of the properties and qualities inherent in mathematical thinking.

Computation – Computation refers to a student's ability to "compute" the basic facts with speed and accuracy. The goal for all computation is "automaticity"; students recognizing immediately what the correct answer is.

Problem Solving – Problem solving refers to student's ability to take number stories, or real-life situations involving numbers and manipulate the information correctly to arrive at the appropriate solution.

Writing:

Fine Motor Skills – Fine Motor Skills refers to a student’s ability to grasp objects, hold instruments (pencil, scissors) correctly, and move the object through space. Fine motor skills are an important precursor of a student’s ability to form letters correctly.

Letter Formation – Letter formation refers to a student’s ability to form the letters of the alphabet according to the correct stroke sequence and so they are legible to the reader. It also implies the correct use of spacing in the writing.

Writing Using- A young student’s writing typically follows a predictable progression involving (in order) the use of:

Phonetic Spelling (like it sounds)

Complete Sentences

Conventions (capital letters, appropriate punctuation)

As with all areas of development, students progress through these areas at differing rates.

Technology, Art, Music, and Physical Education:

Each of these areas is divided into two distinct skill designations:

Content Knowledge- This refers to the body of information a student must acquire to understand a particular area or topic at a grade or developmentally appropriate level. It is the “knowing” portion of the learning equation.

Application- This refers to a student’s ability to utilize the learned content knowledge to complete a given task. It is the “doing” portion of the learning equation.

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Grades 2-6 Report

Academic Progress:

This section of the report identifies students' progress on the content areas designated. In this section of the glossary, **not all** skill areas will be defined. Those that the reader might have previously experienced or have knowledge of are not defined. However, those that might be new to the reader, easily confused with another word, or critical to a parent's understanding of their student's progress will be explained.

Reading/Literature:

Instructional Level – Instructional level refers to the developmental level at which the student is receiving reading guidance/support from the teacher. The instructional level is between a student's independent level (able to read text with no assistance needed) and his/her frustration level (unable to read/understand a given text without extensive support). A student's instructional level is determined by monitoring and observing a variety of measures: oral reading passages, formal and informal assessments, group participation and discussion, and daily work. A mark of an M would suggest a student's instructional level is at or above his/her current grade placement.

Word Recognition – Word recognition refers to a student's immediate ability to identify single words in print.

Fluency – Fluency is the ability to read a text accurately and quickly. Fluent readers read aloud effortlessly and with expression.

Comprehension – Comprehension refers to a student's ability to understand the meaning of the text or reading material.

Literary Text: Text derived from literature; stories, poems, folk tales. The text presents opportunities for analysis and interpretation as well as character study and plot development.

Informational Text: Text based on fact or non-fiction. The text presents opportunities to acquire content knowledge and additional knowledge of various topics of study.

Math:

Computation – Computation refers to a student's ability to "compute" the basic facts with speed and accuracy. The goal for all computation is "automaticity"; student's immediate recognition of the correct answer. The expectations for computation vary by grade according to the following:

Grade 2 – 95% accuracy in addition (100 facts) in 8 minutes
95% accuracy in subtraction (100 facts) in 10 minutes

Grade 3 – 95% accuracy in addition (100 facts) in 6 minutes
95% accuracy in subtraction (100 facts) in 6 minutes
95% accuracy in multiplication (100 facts) in 8 minutes (beginning second reporting period)

Grade 4 – 95% accuracy in addition (100 facts) in 5 minutes
95% accuracy in subtraction (100 facts) in 5 minutes
95% accuracy in multiplication (100 facts) in 5 minutes
95% accuracy in division (100 facts) in 6 minutes (beginning second reporting period)

Grade 5 – 95% accuracy in addition (100 facts) in 5 minutes
95% accuracy in subtraction (100 facts) in 5 minutes
95% accuracy in multiplication (100 facts) in 5 minutes
95% accuracy in division (100 facts) in 5 minutes

Grade 6 – 95% accuracy in addition (100 facts) in 5 minutes
95% accuracy in subtraction (100 facts) in 5 minutes
95% accuracy in multiplication (100 facts) in 5 minutes
95% accuracy in division (100 facts) in 5 minutes

Concepts – Concepts refer to a student’s understanding of the properties and qualities inherent in mathematical thinking.

Problem Solving – Problem solving refers to a student’s ability to take number stories, or real-life situations involving numbers and manipulate the information correctly to arrive at the appropriate solution.

Science, Social Studies, Technology, Art, Music and Physical Education:

Each of these areas is divided into two distinct skill designations:

Content Knowledge - This refers to the body of information a student must acquire to understand a particular area or topic at a grade or developmentally appropriate level. It is the “knowing” portion of the learning equation.

Application - This refers to a student’s ability to utilize the learned content knowledge to complete a given task. It is the “doing” portion of the learning equation.

Writing:

Ideas and Content – This refers to the heart of the message, the main theme together with all the details that enrich and develop the writing.

Organization – Organization refers to the internal structure of a piece of writing. Events proceed logically, connections are strong and the writing begins and ends in a way that is clear to the reader.

Sentence Fluency- This refers to the rhythm and flow of the language, the sound of words patterns and cadence. Fluent writing has power and movement and is free of awkward phrasing that slows the reader's progress.

Mechanics – Mechanics refers to the “correctness” of the piece of writing; the spelling, the grammar, usage, paragraphing, use of capitals, and punctuation. Writing that follows conventions has been proofread and edited with attention to detail.

Word Choice – This refers to the use of vocabulary and certain words to communicate precisely, colorfully, and clearly, the message the writer is trying to convey. Word choice implies the appropriate use of words to set the tone and enlighten the reader.

Voice – The voice is the writer coming through the words, the “emotion” behind the pen. It is the ‘heart and soul’ of the writing imparting a personal tone and flavor to the piece of writing that is the signature of the author him/herself.

Spelling:

Accuracy – Spelling accuracy refers to a student’s ability to spell words correctly, most commonly on the weekly spelling assessment.

Application – This refers to the student’s ability to apply the correct spelling on daily work, written assignments and other forms of communication. Application implies a student’s ongoing and regular use of correct spelling patterns and rules.