



Appleton Area School District
Preparing Our Students for Their Future

Kindergarten – Grade 6 Standards-Based Progress Report Parent Guide

Mission Statement:

As members of the Appleton Area School District, we believe that all students can learn at high levels when we:

- *Provide the highest quality instruction*
- *Maintain and communicate high expectations*
- *Create supportive learning environments that foster a sense of belonging*
- *Develop and maintain strong community and home-school connections*



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Our Commitment to you...

As the Appleton Area School District (AASD) continues to improve teaching and learning for all students, we know that parents, guardians, and families are our most valuable partners. Communicating student progress with families is critical to these partnerships. The progress report reflects the Appleton Area School District's standards/expectations for academics and behavior. These standards set high expectations for students, staff, and schools. Achieving these college and career readiness standards requires continuous progress monitoring and targeted support, as needed.

This guide has been created to provide parents with information about the standards-based progress report in Kindergarten-6th Grade, including:

- An overview of the purpose of the progress reports
- An explanation of how to use and interpret the Appleton Area School District K-6 Progress Reports including the standards-based design that separates academic achievement from effort and lifelong learner characteristics
- Answers to the most frequently asked questions about the progress reports

Progress Report Purpose Statement:

The purpose of the Appleton Area School District K-6 Standards-Based Progress Report is to provide families with written communication about how the student measures up to the grade level standard and to provide them with information about the learning progress of their individual student.

The progress report should be:

- Clearly understood by teachers, students, and families
- A reflection of the AASD board adopted standard/expectations
- An accurate and consistent communication of the student's performance and growth over time

Characteristics of Lifelong Learners:

Learning habits play an important role in a student's success. We believe that communicating to you on effort and behavior is important. Students will get separate marks for effort and work habits, even though these characteristics aren't included in the assessment of the student's academic skills. You will find those under the **CHARACTERISTICS OF LIFELONG LEARNERS** section of the progress report:

CHARACTERISTICS OF LIFELONG LEARNERS		
	Term	
	Sem 1	Sem 2
Comment		
BE RESPONSIBLE		
Comes prepared for class		
Uses time wisely		
Uses school property with care and respect		
Participates in discussions and activities		
BE RESPECTFUL		
Cooperates with others		
Listens attentively in class		
Treats peers and adults with respect		
Expresses feelings and emotions with thought and care		
BE SAFE		
Makes thoughtful decisions		
Follows classroom expectations and rules		
Exercises physical control - Body Basics		

This is the reporting key that will be used to measure the academic performance levels for all standards/expectations:

Academic Performance Level for Standards/Expectations						
Name	Minimal Progress Toward	Progressing Toward	Meeting	Exceeding	Not Introduced Yet	Receives Additional Support
Score	1	2	3	4	NI	x

UNDERSTANDING THE REPORTING KEY

The progress report utilizes a rubric of 1-Minimal Progress; 2-Progressing Toward; 3-Meeting; and 4-Exceeding. This rubric indicates your child's learning and growth in relation to the District's academic standards/expectations.

While you may be tempted to translate the number grade into a letter grade, it would be a mistake to interpret a 4 as an "A" or a 1 as a "D." Please remember that the end of the year target is 3-Meeting Standard/Expectation.

The standards/expectations for the various content areas are very similar across grade levels since the District curriculum is aligned from grade to grade. These standards/expectations reflect what students are expected to demonstrate at each grade level. The progress report is designed to tell you where your child is at **in the year long journey**. Not all standards/expectations are assessed each semester.

If your child is at a level **1-Minimal Progress toward standard/expectation**, he or she shows limited mastery of the essential knowledge and/or skills. The student may require assistance in applying the knowledge and/or skills.

If your child is at a level **2-Progressing Toward standard/expectation**, he or she is approaching acceptable performance, but has not yet achieved it. The student makes simple connections among ideas and provides limited support for their solutions. Student may demonstrate inconsistent performance of the standard/expectation.

If your child is at a level **3-Meeting standard/expectation**, he or she has met the end of year target, shows consistent understanding of the subject matter and/or skill and is able to apply this knowledge and/or skill to real world situations. The student can extend their understanding by making meaningful connections among important ideas or concepts.

If your child is at a level **4-Exceeding standard/expectation**, he or she demonstrates superior performance. The student met end of year target **and** shows an in-depth understanding of complex concepts and/or skills and is able to apply their knowledge and skills to develop new understanding and solutions.

If your child receives a **NI- (Not Introduced)**, that marking indicates that the standard has not been introduced or taught during the reporting period.

Questions Frequently Asked by Parents About Standards-Based Progress Reports

So, why does the Appleton Area School District use a Standards-Based Progress Report?

While letter grades seem “understandable” to parents, they give only limited information about what the students have learned or can do, are dependent on teacher and parent interpretation, and can be focused only on surface knowledge rather than understanding and application. Considering an “average” to determine the final marking or grade may not be reflective of the final learning. A standards-based approach allows teachers to use information from a variety of assessments to evaluate student learning. The information, when shared with parents, gives a more detailed picture of what a child can do.

What is a Standards-Based Progress Report?

A standards-based progress report lists the most important skills students should learn in each subject at a particular grade level. For example, in reading, a second-grade progress report might list these skills for English Language Arts:

- **Retells and explains the lesson, message, or moral of stories, fables, and folktales**
- **Compares and contrasts two or more texts**
- **Asks and answers questions to demonstrate understanding of text**
- **Decodes known and unfamiliar words**
- **Reads at grade level (end of year benchmark)**

Instead of overall letter grades, students receive marks that show how well they have mastered the standard/expectation and the progress they have made in mastering the standard/expectation. The marks will show whether the student has 1-Minimal Progress; 2-Progressing Toward; 3-Meeting; or 4-Exceeding for each standard/expectation.

<u>Traditional Report Card</u>	<u>Standards-Based Progress Report</u>
Based on averages	Based on learning targets/goals
Based on percentage system	Based on consistent standards by grade level
Based on uncertain mix of assessment, effort, and behavior	Common assessments are given to determine proficiency
Everything goes into the grade book	Measures achievement only in the curriculum area and is not based on effort/work completion

How are standards-based progress reports different from traditional report cards?

On many traditional report cards, students receive one marking for reading, one for math, and one for science and so on. On a standards-based progress report, each of these subject areas is divided into a list of skills and knowledge that students are responsible for learning by the **end of the year**. Students receive a separate mark for each standard. A standards-based progress report measures the achievement only and does not reflect effort or participation. That is reflected in the Characteristics of Lifelong Learners section.

The marks on a standards-based progress report are different from traditional letter grades. Letter grades are often calculated by combining how well the student met a particular teacher's expectations, how the student performed on assignments and tests, and how much effort the teacher believes the student put in. Letter grades do not tell parents which skills their children have mastered or whether they are working at grade level. For example, although one fourth-grade teacher might be reviewing basic multiplication facts while another is teaching multiplication of two- or three-digit numbers, getting an A in each of these classes would mean very different things. The parent of a child in these classes would not know if the child was learning what they should be to meet the grade level standards.

Standards-based progress reports should provide more consistency between teachers than traditional report cards because all students are evaluated on the same grade-appropriate standard. Parents can see exactly which skills and knowledge their children have learned and what they need to work on.

What will the progress report look like in Mathematics?

MATHEMATICS		
	Term	
	Sem 1	Sem 2
Mathematics - Receives additional support		
Comment		
MATHEMATICAL PRACTICES		
Makes sense of problems and perseveres in solving them		
Uses numbers and words to reason and make sense of problems		
Explains own mathematical thinking and critiques the reasoning of others		
Recognizes and uses mathematical models and appropriate tools/strategies		
Clearly and precisely communicates ideas when solving problems		
Looks for structure and patterns to create more efficient strategies		
MATHEMATICS CONTENT		
OPERATIONS AND ALGEBRAIC THINKING		
Uses +, -, x, and / with whole numbers to solve problems		
Gains familiarity with factors and multiples		
Generates and analyzes patterns		
NUMBERS AND OPERATIONS IN BASE TEN		
Generalizes place value understanding for multi-digit whole numbers		
Uses place value/properties of operations to perform multi-digit arithmetic		

This area measures how the student processes math and problem solves. Example~4th grade

This area measures the content standard for each strand in math and what the student should be able to do by the end of the year.

What will the progress report look like in English Language Arts (ELA)?

ENGLISH LANGUAGE ARTS (ELA)		
	Term	
	Sem 1	Sem 2
ELA - Receives additional support		
Comment ←		
READING		
Identifies evidence from the text to support thinking and draw inferences		
Determines main ideas/theme of a text; summarizes the text		
Compares & contrasts two or more texts		
Decodes known and unfamiliar words		
Reads at grade level (end of year benchmark)		
WRITING		
Writes opinion pieces, supporting a point of view with reasons/information		
Writes informative pieces to examine a topic; conveys ideas/information		
Writes real/imagined stories that use dialogue and descriptive details		

This is the area you will see comments generated by the teacher.

This is an example of English Language Arts (ELA). ELA measures standards in Reading, Writing, Speaking/Listening and Language.
Example~4th Grade

What will the progress report look like for Music, Art and Physical Education?

You will notice a change in the area of Music, Art and Physical Education from 2013-2014 as those content areas moved to standards-based measurement.

MUSIC		
	Term	
	Sem 1	Sem 2
Demonstrates progress in singing skills		
Demonstrates progress in movement activities		
Demonstrates progress playing classroom instruments		
Demonstrates knowledge of concepts		
Comment		

ART		
	Term	
	Sem 1	Sem 2
Envisions and observes (uses understanding to generate ideas)		
Explores and expresses (uses imagination in their artwork)		
Develops craft (uses tools correctly, applies techniques & improves skills)		
Engages and persists (shows focus and determination)		
Comment		

PHYSICAL EDUCATION		
	Term	
	Sem 1	Sem 2
Demonstrates competency in throwing, catching, kicking, and striking skills		
Applies invasion/net principles, knowledge, tactics, strategies		
Demonstrates knowledge/skills to achieve/maintain healthy level of fitness		
Exhibits responsible personal/social behavior that respects self and others		
Recognizes value of physical activity - health, enjoyment, social interaction		
Comment		

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual has learned the skills necessary to participate in a variety of physical activities, knows the implications and the benefits of involvement in various types of physical activities, participates regularly in physical activity, is physically fit, and values physical activity and its contributions to a healthful lifestyle.

Standards define what a student should know and be able to do as result of a quality physical education program.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Main themes in K-2: locomotor movements, eye-hand coordination, and using opposition.

Main themes in 3-6: throwing, catching, kicking, and striking.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Main theme in K-2: spatial awareness.

Main themes in 3-6: invasion and net game strategies.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Main themes in K-2: fitness, nutrition, activity at home and school.

Main themes in 3-6: application of fitness components, planning for activity, and nutrition.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Main themes in K-2: be kind, be gentle, and be safe.

Main themes in 3-6: play hard, play fair, and play safe

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, and self-expression and/or social interaction.

Main themes in K-2: understands activities can be challenging and enjoyable.

Main themes in 3-6: identifies activities that they enjoy participating in.

How is attendance reported on the progress report?

The progress report will report your child's attendance record. The Appleton Area School District believes there is a positive relationship between school attendance and student success. We also believe that school attendance is a responsibility shared by students, families, schools, and community. You will see both absences and tardy. We will work with families to address all areas of attendance, including students that are consistently tardy.

Attendance Summary:					
Sem 1		Sem 2		Total	
Absent	Tardy	Absent	Tardy	Absent	Tardy

Why is there not an indication on the progress report for what has been taught in social studies and science using standards?

Proficiency standards are still in the development phase for social studies and science. The Appleton Area School District AASD website has more specific curriculum information for social studies and science: <http://www1.aasd.k12.wi.us/sp/parents/Pages/default.aspx>

SOCIAL STUDIES		
	Term	
	Sem 1	Sem 2
Participates in discussions/activities		
Applies knowledge of concepts on daily work, projects and/or assessments		
Comment		
SCIENCE		
	Term	
	Sem 1	Sem 2
Participates in discussions/activities		
Applies knowledge of concepts on daily work, projects and/or assessments		
Comment		

If my child is receiving special education services through an Individual Education Plan (IEP) or is an English Language Learner (ELL) how will their progress be measured?

All students will have their progress reported at the grade level, even if they are performing and receiving instruction at a level below their grade level. This is consistent with the purpose of the progress reports, which is to report a student's proficiency level on grade level standards, even if that proficiency is at a level 1. Special Education teachers and English Language Learner teachers will provide additional information to parents regarding IEP goals and ELL goals and report the progress on the standards they are learning.