Guilford Public Schools
Elementary Progress Report
Handbook

Guide for Parents and Guardians

Grades K – 4

January 2019
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Dear Parent or Guardian,

The elementary progress report provides detailed information about your child’s progress toward grade level expectations or “standards” and teacher comments that describe specific strengths, areas of concern and goals for your child.

Teachers will provide additional information and samples of your child’s work during parent/teacher conferences.

**Reporting Process** – Reporting student progress occurs throughout the year and takes various forms. The overall process helps parents understand the topics studied in each subject area, the skills introduced and the expected level of performance at each grade level.

October/November – Fall Parent/Teacher Conference  
January – Written Progress Report  
March/April – Spring Parent/Teacher Conference  
June – Written Progress Report

**Back-to-School Nights**  
September

**Ongoing Communications**  
Newsletters  
Individual Conversations  
Feedback on Student Work

**State Testing**  
All students in grades 3 and 4 participate in a state test in mathematics and language arts in the spring. Results are reported to parents as soon as they are available. If you have questions at any time about your child’s progress, please contact his/her teacher.

**District Grade Level Assessments** are given throughout the school year; the results are reported during parent conferences or as needed.

January 2019
Standards Information

What are standards?
The Elementary Progress Report is designed to help parents and guardians understand their child’s progress toward established grade level standards. Guilford standards identify the skills, knowledge, and understandings that each student should acquire in order to have a firm foundation for future learning and be college or career ready after high school. These standards describe what students should know and be able to do by the end of each grade level in the core academic areas.

How do standards promote achievement?
When students, teachers and parents or guardians are clear about expectations for learning, they can focus time and effort on developing the understandings that are essential. Teachers provide specific examples of what high quality work looks like, thereby motivating students to apply focused effort to learning tasks. Because the standards are progressively aligned, they build students’ understanding for more complex work.

How will you know if your child will achieve a standard?
The January and June Elementary Progress Report is designed to inform parents and guardians about their child’s progress relative to grade level standards. Teachers communicate this progress by indicating whether the child meets/exceeds, is progressing, or needs more time to meet end-of-year grade level expectations. (For more detailed information about state standards go to http://ctcorestandards.org/).

What Student Evidence Determines Progress?
As students work toward achieving grade level expectations in all curriculum areas, teachers carefully consider the following in determining progress in all academic and special areas:
• A collection of work over time;
• Daily written or oral tasks;
• Formal and informal classroom assessments

In what academic subjects will teachers report whether or not a student meets standard?
Language Arts – Grades K, 1, 2, 3, 4
Math – Grades K, 1, 2, 3, 4
Science -- Grades K, 1, 2, 3, 4
Social Studies – Students are not formally assessed in Social Studies at this time.
Description of Academic Criteria

M – **Meets or exceeds grade level expectations.** Student consistently demonstrates understanding of grade level skills and processes and actively uses them in learning activities.

P – **Progressing toward grade level expectations.** Student is developing grade level skills and understandings; on track to meet end-of-year grade level expectations.

T – **Additional Time and experiences needed to meet grade level expectations.** A significant amount of academic support is needed to develop skills.

/ = **Not assessed at this time.** Depending on the time of the progress report, some concepts, skills, and understandings have not yet been introduced.

**Work Habits/Social Personal Development Criteria**

*** Consistently demonstrates
** Making progress
* Needs improvement

**Teacher Comments**

Teacher comments could address
- Student strengths and/or areas of concern, both academic and behavioral;
- Individual student goals or an action plan regarding what is necessary to reach grade level expectations; and
- Specific content area units being studied and assessed during the marking period.

**Special Areas**

Physical Education – Grades K, 1, 2, 3, 4
Music – Grades K, 1, 2, 3, 4
Art – Grades K, 1, 2, 3, 4
Spanish – Grades 1, 2, 3, 4
Library Media – Grades K, 1, 2, 3, 4

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