

Progress Report Interpretation Guide 2016

The progress report shown below is an example of what a student's progress report might look like. The steps included here will help explain each component of the report.

- Four major standards were assessed in Quarters One and Two (Q1 and Q2). The number of assessed standards is cumulative between Q1 and Q2.
- Fifty percent (50% or two) of assessed standards were in "Remediation." Twenty-five percent (25% or one) of assessed standards were "Nearing Mastery." Twenty-five (25% or one) of assessed standards were "Mastery."
- Once a standard is assessed, it appears on the Progress Report with the mastery level (M, NM, R). During Quarters when the standard is not assessed, "-" appears. Standards may be assessed in more than one Quarter. For example, in "Q1" standard W3.2 was not assessed, but it was assessed in "Q2".
- This column identifies the specific standard assessed.
- The green box shows a parent standard with substandards (notice the small letter after the standard: a, b, c, etc.). Substandards are assessed and listed with their individual mastery levels. They are also italicized. For example, W.3.2 is the parent standard and W.3.2.a through W.3.2.d are the substandards. The lowest substandard mastery level is what reports in the parent standard. The asterisk at the bottom of the page indicates that no substandards are included in the ratio shown in the red, yellow, and green progress wheel.
- Each tracker has its own comment section.

Summary Report for
Andy Anderson
District Admin Test School
2016-2017 School Year
October 06, 2016

Language Arts
Mr. Allie • 3rd Grade

STANDARDS		Q1	Q2
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	NM	NM
W.3.1.a	<i>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</i>	NM	-
W.3.1.b	<i>Provide reasons that support the opinion.</i>	M	-
W.3.1.c	<i>Use linking words and phrases (e.g., "because, therefore, since, for example,") to connect opinion and reasons.</i>	NM	-
W.3.1.d	<i>Provide a concluding statement or section.</i>	NM	-
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	-	R
W.3.2.a	<i>Introduce a topic and group related information together; Include illustrations when useful to aiding comprehension.</i>	-	M
W.3.2.b	<i>Develop the topic with facts, definitions, and details.</i>	-	NM
W.3.2.c	<i>Use linking words and phrases (e.g., "also, another, and, more, but,") to connect ideas within categories of information.</i>	-	R
W.3.2.d	<i>Provide a concluding statement or section.</i>	-	-
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	NM	-
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	R	M

TEACHER COMMENTS

1/4 STANDARDS*
in Mastery
Mastery (M) 25%
Near Mastery (NM) 25%
Remediation (R) 50%

* does not include sub-standards

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W.3.2

2

1

3

5

6

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What is standards-based grading?

- Academic reporting is based on a student's most recent performance in regards to the specific standard. It is not an average of a student's performance on assessments.
- It is important to remember these key facts about standards:
 - Standards are complex and often include multiple components.
 - Students are assessed on different components of the standard throughout the year; therefore, student mastery levels connected to specific standards may change from quarter to quarter to reflect comprehensive growth.
 - If a student does not master a standard, reteaching and reassessment are embedded in the teaching and learning cycles of every classroom.

How do students achieve Mastery, Nearing Mastery or Remediation?

- The district has identified three levels of learning tied to the student's most recent demonstration of achievement:
 - 80% or above is considered Mastery of that standard
 - The student is able to independently demonstrate understanding and application of a specific standard.
 - 60%-79% is considered Nearing Mastery of that standard
 - The student is making progression toward Mastery of the standard, but may still need additional teacher support and instruction.
 - 59% or below is considered Remediation of that standard
 - The student may require additional instruction and opportunities to demonstrate progress toward Mastery.

Math Standards are organized by Major Work of the Grade Standards, Supporting Standards, and Additional Standards. This correlates with our math curriculum grades K-5.