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INTRODUCTION

The Fairfax County Public Schools (FCPS) Elementary Progress Report is based on curriculum standards. This progress report:

- Aligns with the Program of Studies (POS) curriculum students are learning.
- Provides teachers with resources to communicate a more exact and consistent assessment.
- Provides parents with comprehensive information about how their child is learning.
- Incorporates research-based best practices in student grading and reporting.
- Aligns life, work, and citizenship skills with the School Board goals and reports these separately from achievement.
- Is delivered through the new integrated Student Information System (iSIS).
- Is completed electronically by teachers.

FOREWORD

Prior to 1970, numerous kinds of progress reports were used by elementary schools in the Fairfax County Public School system. Consequently, when students moved from one school to another, there were problems maintaining and interpreting student records. In November 1970, the Division Superintendent appointed a committee, representing schools in the four administrative areas and supervisory personnel, to study and make recommendations for a revised method of reporting to parents. In October 1971, the committee presented their recommendations to the School Board and subsequently three progress reports were made available for use in elementary schools during the 1972-73 school year. Elementary schools were given the option of selecting, with community input, the progress report which communicated student progress most effectively. Since that time, slight modifications were made in 1985 and 1986.

In 1987 the Elementary School Study committee included in its recommendations a review of the existing elementary progress reports. In addition, revisions in the elementary Program of Studies resulted in the need to consider progress report revisions to reflect new curricular objectives. As a result, a committee was convened in March 1988 to review the current elementary school progress reports, grades 1-6. Twelve schools, three in each administrative area, piloted the revised Elementary School Progress Report in 1988-89. The pilot was expanded to twenty-four schools to include more diverse programs and populations during the 1989-90 and 1990-91 school years. All elementary schools began to use the progress report for grades 1-6 during the 1991-92 school year, and all elementary schools began to enter marks and comments using automation during the 1993-1994 school year. In 2003 the Fairfax County School Board approved a revised version of the Kindergarten Progress Report (KPR). All schools used the electronic KPR and provided parents or guardians with printed copies each reporting period.
Prior to the most recent revision of the elementary progress report, focus groups of parents, teachers, and principals were convened to determine the components of the new instrument. These groups overwhelmingly recommended that not only should the new instrument be based on standards, but should also be consistent in all elementary grades, K-6.

FCPS teachers currently are teaching a standards-based curriculum and assessing students on the standards the students are learning. Since the current elementary progress report does not allow teachers to report on how students are meeting expected standards, FCPS is adopting a new standards-based progress report. The move toward a standards-based reporting system is happening throughout the United States and aligns the information provided to parents on the progress report with how teachers are currently teaching and assessing students. Several area school systems have already implemented or are preparing to use a standards-based progress report.

A standards-based progress report measures a student’s progress according to how he or she is performing on expected standards. It provides more detailed information about what a student is learning and can demonstrate in each content area. It is an effective form of communication from teachers to parents.

One of the goals of a standards-based progress report is to provide more grading consistency both within schools and between schools because teachers use expected standards to grade performance. This eliminates the potential for comparisons within a class to determine a mark. Teachers will grade only on the standards he or she teaches during a given grading period and whether or not a student has demonstrated that he or she has learned the standards. These standards are the big ideas that are taught in each content area. The standards contained in the Commonwealth’s Standard of Learning and in FCPS’ Program of Study are very specific and the set of standards is very comprehensive. If FCPS included all POS standards on the progress report, it would be quite lengthy and not user-friendly for parents. Instead, FCPS correlated everything taught in our curriculum to standards for reporting to parents. The progress report standards are the same for all grade levels, K-6.

**PHILOSOPHY**

The purpose of any system of reporting to parents is to strengthen the home-school partnership and to inform parents concerning student progress. The degree to which parents are informed of the philosophy of the school system, its programs, and the assessment of students’ strengths and weaknesses is important in establishing a positive attitude toward school and a cooperative relationship between school and home. Assessments should be straightforward with teacher judgments based on objective data. The K-6 progress reports reflect the instructional level of students. Progress reports should be communicated in terms understood by those involved. The main objective of an elementary progress report is to communicate to parents what students know and are able to do. Fairfax County Public Schools takes this mission very seriously, and is committed to providing the best possible information to parents. Research shows that student success is highly correlated with parent involvement in school progress. Further, FCPS believes that assessment and reporting of student
achievement should benefit the child’s overall development as a person and promote acquisition of self-esteeem and life skills.

Standards-based grading is a way to communicate what students know at a point in time rather than an average of performance over an entire period. It measures a student’s performance according to the standards taught rather than comparing student progress to other students. FCPS has incorporated the required Virginia Standards of Learning (SOL) into a rigorous Program of Studies and standards-aligned pacing guides. Instruction is planned, implemented, and assessed using these guidelines. Student progress is evaluated every quarter based on skills within each standard for the specific grade level based on expectations for the curriculum taught during that period of time. Effort and academics are reported separately so the parents know the effort of the student as well as understanding of specific skills. Individualized comments will continue to be an important part of parent communication on the standards-based report card. Grades on the elementary progress report can assist parents in making informed decisions regarding course selection at the middle school level. The new progress report was designed with a great deal of collaboration between teachers, parents, administrators, and instructional specialists. FCPS carefully considered research from leading experts in the field of education as well as other successful school systems across the nation who are using standards-based assessment and reporting.

ADMINISTRATIVE REFERENCES

This handbook, Elementary Grading and Reporting Handbook for Teachers K-6, is designed to describe the Fairfax County Public Schools policies and procedures for reporting to parents. The following pages contain:

- Overview of the Elementary Progress Report
- Guidelines for Completing the Elementary Progress Reports
- Guidelines for Evaluating Special Populations
- Distribution of the Elementary Progress Report
- Copy of the Elementary School Progress Report

In reporting to parents at the end of each grading period, the use of progress reports is restricted to the Elementary School Progress Report for Grades K-6 approved by the FCPS School Board. Procedures for administration of school progress reports are established in current versions of the Fairfax County Public Schools Policy 2418 and Regulations 2410, and 2424. Homework guidelines are described in the current version of Regulation 3205.
ELEMENTARY SCHOOL PROGRESS REPORT

Overview

How does the standards-based progress report compare to the traditional report?

<table>
<thead>
<tr>
<th>Traditional Progress Report</th>
<th>Standards-based Progress Report</th>
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</thead>
<tbody>
<tr>
<td>Students receive one grade for each subject area.</td>
<td>Students receive multiple grades in each subject area because the subject areas have been broken into broad categories that encompass the standards students are learning.</td>
</tr>
<tr>
<td>Students receive grades represented by a letter.</td>
<td>Students receive grades based on a numeric level.</td>
</tr>
<tr>
<td>Students’ grades are cumulative.</td>
<td>Students’ grades are representative of the student’s progress at the time the teacher marks the progress report. Teachers consider the most current assessment data in determining grades.</td>
</tr>
<tr>
<td>Teachers can select comments from a list of prewritten choices.</td>
<td>It is anticipated that teachers will have the option to write personalized comments for students as well as select comments from a list provided. This option is not yet available.</td>
</tr>
<tr>
<td>Students receive grades on effort and work habits</td>
<td>Students still receive grades on effort and work habits. The work habits section (Life, Work, and Citizenship skills) includes items from the School Board goals.</td>
</tr>
<tr>
<td>Students receive grades in all core content areas and health, music, physical education, art, and band/strings.</td>
<td>Students continue to receive grades in all these areas. In addition, elementary students receiving instruction in World Languages also will be assessed in this area.</td>
</tr>
</tbody>
</table>

Concepts and Skills Aligned with Standards by Grade Level

The progress report standards are the same for all grade levels. However, specific skills and concepts aligned to each standard are different for every grade. Alignment documents are provided for teachers at every grade level and separate alignment documents are available for low incidence special education populations. Teachers continue to teach the standards, benchmarks, and indicators outlined in the POS. In order to ensure that the content taught is graded under the correct standard, the alignment document can be used as a reference. In addition, many of the content planning and pacing guides have the progress report standards listed.
Parent Information
Additional parent information will also help parents understand specific skills for each grade level since the standards are identical for grades K-6. A separate document is available for students receiving Advanced Academic Level IV services and low incidence special education services to further explain the academic progress of these students. Parents can access these documents via the web at http://www.fcps.edu/is/elemprogresreport/index.shtml.

A copy of the Elementary Standards-based Progress Report is shown on pages 18 and 19.

COMPLETING THE PROGRESS REPORT

Use of Symbols or Grades
Standards-based reporting clarifies what a student knows and can do related to grade-level and content expectations. This process allows students and parents to have a clear picture throughout the school year, and creates a fair and consistent system that supports best practices for planning, teaching, and assessment.

A standards-based system supports achievement at high levels for all students by differentiating needs and individualizing instruction at all levels. This information provides a clear picture for planning instruction that supports and challenges all students. It allows parents to understand areas in which their student meets expectations as well as those in which the student may need extra challenge or support.

Guidelines for Assigning Grades
Academic achievement may be measured in a variety of ways, including compositions, presentations, oral discussion, student work samples, observations, tests, and the products of project-based learning activities. Teachers should use the most current summative assessment data when determining achievement marks for the progress report. When determining what marks to use on daily and weekly assignments, remember that these marks should not conflict with the grades on the progress report. Teachers should not use letter grades when marking papers. Some options may include:

- Raw scores or ratios (11/12 correct)
- Written feedback
- Rubric scores (if using 4, 3, 2, or 1 on papers, there should be guidance as to what these marks mean)

Keep in mind that work that is sent home provides parents with a general impression of how students are achieving in school but does not provide a complete picture. Other assessment data are collected that encompasses the progress report grade and some of these assessments are not sent home. Communication regarding progress should be ongoing.

Homework and Extra Credit
Homework can be considered as part of the effort grade, but would not be used to grade academic achievement in elementary school since the function of homework is to provide practice in skill areas.
Extra credit can also be considered as part of an effort grade when the expectation reflects something other than the expected learning. Grades should reflect a demonstration of achievement of the standards.

**Achievement Grades**

Achievement marks will be reported on a 4-point scale and cannot be equated to former guidelines for letter grades. A grade of “4” indicates a high level of achievement; it communicates that a student has a strong understanding of all the concepts and skills taught for that standard during the quarter and can demonstrate understanding independently and with very few errors. When determining grades for students, teachers should consider the most current assessment data as evidence of learning. Earlier assessments may no longer be relevant if students have demonstrated further progress.

Content areas in which the student is not instructed will be marked with “nt,” indicating that the standard was “not taught.” This mark will also apply for students not enrolled in optional programs such as band or strings. World Language marks will be given only if the child participates in a foreign language immersion program or is enrolled in the Foreign Language for Elementary School (FLES) program. Otherwise, these areas will be marked “nt.”

If a student is not “usually” or “consistently” meeting an achievement standard, it is assumed that this standard will be retaught and reassessed, particularly in language arts and mathematics. Therefore, a grade of “1” or “2” for a given standard should not have an “nt” or “na” for the next quarter. A student cannot usually or consistently meet a standard if he or she is not given the opportunity to do so.

Marks in the “final” column on the progress report should reflect the student’s achievement at the end of the year for that standard. This mark should not be derived from “averaging” grades throughout the year, but should reflect the level of knowledge and skills at that point in time. This is the column from which the grades for the transcript are generated. In many cases, the final grade will be the same as the 4th quarter grade. In some cases, a teacher will need to take a more holistic look at the entire year to determine the grade, particularly in the areas of science and social studies where the units taught from quarter to quarter differ greatly but align to the same progress report standard.

The following further defines each grade on the elementary progress report.

**4- Consistently demonstrates concepts and skills of standard taught this quarter**

- Frequency of behavior, nearly all the time
- Requires no support when demonstrating understanding
- Demonstrates a thorough understanding of content taught
- Makes no major errors or omissions when demonstrating concepts or processes taught

**3- Usually demonstrates concepts and skills of standard taught this quarter**

- Frequency of behavior, most of the time
- Requires limited support when demonstrating understanding
- Demonstrates a general understanding of content taught
- Makes few major errors or omissions when demonstrating concepts or processes


2- Sometimes demonstrates concepts and skills of standard taught this quarter
   • Frequency of behavior, some of the time
   • Requires moderate support in order to demonstrate understanding concepts and skills
   • Demonstrates a partial understanding of content taught
   • Makes some errors or omissions when demonstrating concepts or processes

1- Seldom demonstrates concepts and skills of standard taught this quarter
   • Frequency of behavior, seldom
   • Requires considerable support to demonstrate learning of concepts and skills
   • Demonstrates limited understanding of concepts, skills, and processes taught
   • Makes frequent major errors when demonstrating concepts or processes

A method for helping students and parents understand these marks can be found on page 20.

In addition, a mark of “nt” may be used for a specific quarter in which a concept or skill is not taught or “na” when a standard is “not assessed” in a summative manner. However, it is expected that all skills will be taught and assessed for most students during the course of the year unless otherwise noted on the teacher alignments or the grade-level information for parents. Exceptions are students who enter the school later in the year or students who have extended absences throughout the school year.

Content Areas Graded
Classroom teachers will assign the marks for language arts, history and social science, mathematics, science, and health. Specialists will assign grades for physical education, music, art, band, strings, and world languages. To assist teachers in determining which benchmarks align to the progress report standards, teachers should refer to the alignments for their grade/content area.

Reading Level
In language arts, teachers in grades 1-6 will indicate if a student is reading on, above, or below grade level. Kindergarten teachers will not complete this information.

The purpose of the Reading Levels on the FCPS Progress Report is to report on the level of the materials used to support a student’s instruction, not a specific reading level. Teachers should not rely on a single assessment to mark this area, but use multiple assessments. Parents should be regularly informed about their child’s reading progress. The progress report should simply document information that has previously been shared.

Advanced Mathematics
If a student has received above grade-level instruction in mathematics during the quarter, the teacher should note this on the progress report by putting a “y” in the last row in the mathematics section:

| Your child has been instructed using above grade-level content in one or more areas of mathematics. (y = yes) |

Above grade-level instruction is indicated when a student has been learning at least 80% of the concepts taught for that standard at a grade level above the student’s current grade level. In addition, the teacher should select a comment from the bank that informs parents about which standard(s) has/have
been taught above grade-level. The student who is been instructed above grade level is graded according to the content he/she is learning – not according to grade level expectations.

Frequently Asked Questions Regarding Advanced Mathematics

*If a child gets a “y” in the advanced math area, do I assign the grade based on the higher level math or the grade level math?*

Students are graded on the content they are learning in advanced math. If you are using accelerated mathematics, you should grade the student according to the accelerated content.

*Can you mark a student above grade level in math in one quarter but not another?*

You can mark a student above grade level in math if they are completing above grade level math in one standard 80% of the time or more. Since the content being learned varies quarter to quarter, it may not be appropriate to accelerate the content for the student all quarters, so above grade level would be marked “y” one quarter and not others.

Guidelines for Determining Effort Marks

The following should be considered when determining a grade for effort:

- **Participation**: class discussions, group work, partner activities, attention and focus during activities, appropriate responses to student/teacher interactions, homework completion
- **Quality of work produced**: neatness, attention to detail, completeness, grammar and spelling
- **Perseverance**: task initiation, task follow-through, consistency, academic endurance
- **Receptivity to feedback**: appropriate response to suggestions or redirection, positive interactions during student-teacher conferencing, implementation of peer/teacher suggestions

Guidelines for Determining Life, Work, and Citizenship Marks

The Fairfax County School Board has established goals for students in the areas of essential life skills and responsibility to the community. In accordance with these goals, Life, Work, and Citizenship skills will be reported separately on the standards-based report card. Indicators to look for in considering the marks a student will receive in this area are outlined below. For some students, particularly students from other cultures, these skills may need to be explicitly taught.

**Life, Work, and Citizenship Skills and Effort Levels:**

4 – Consistently demonstrates
3 – Usually demonstrates
2 – Sometimes demonstrates
1 – Seldom demonstrates
na – Not assessed

These skills can be demonstrated by any/all of the bullets listed below each indicator. This listing is not comprehensive – teachers should communicate expectations to students and parents.

* Expectations for students from other cultures may differ in the areas with an asterisk
Takes responsibility for actions is demonstrated by:
  • apologizing*
  • recognizing fault*
  • using manners
  • demonstrating sportsmanship
  • understanding that personal actions affect others
  • safeguarding personal information
  • abiding by the acceptable FCPS Students Rights and Responsibility handbook

Demonstrates active listening skills by:
  • facing speaker*
  • making eye contact*
  • participating/responding when appropriate in different group sizes

Working effectively within a group is demonstrated by:
  • respecting the ideas of others
  • engaging with members in a group
  • taking responsibility for assigned tasks within a group
  • remaining respectful with non-preferred tasks and peers
  • utilizing available technology to work on collaborative projects

Resolves conflict effectively by:
  • using “I” statements*
  • using words instead of actions
  • involving adults when appropriate
  • using strategies taught by teachers and school counselor

Identifies, pursues, and reflects on goals by:
  • making appropriate work oriented and social goals for behavior, academic achievement, and/or personal accomplishments
  • decide if the goals were met through reflection and measuring progress
  • showing resilience in the face of adversity

Following directions is demonstrated by:
  • following both written and oral directions in an appropriate amount of time
  • requiring an appropriate amount of redirection, based on grade level

Exhibits organizational skills by:
  • organizing work space
  • sorting materials for community supplies and using them appropriately
• utilizing available technology to organize work and files
• demonstrating effective use of personal space*
• understanding personal space for work areas

Completing assignments on time includes:
• completing and turning in class work assignments
• completing and turning in homework assignments

Uses time constructively is demonstrated by:
• engaging in acceptable tasks after assigned work is completed
• keeping social conversation to a minimum
• initiating, working on, and completing tasks in an appropriate amount of time
• utilizing technology tools when available to increase work efficiency

Is a respectful and contributing participant in school is demonstrated by:
• respecting self, others, and property
• sharing ideas in a respectful manner
• pursuing lifelong learning
• communicating appropriately online and properly citing resources used

Demonstrates self control by:
• making good/safe choices
• understanding that actions are a choice
• understanding consequences and solving problems effectively

Follows established routine is demonstrated by:
• making a conscious decision to follow the routine
• adapting to a change in routine
• bringing appropriate materials for different school settings

Progress Report Comments
Teachers use comments provided in the comment bank to clarify student performance for parents. These comments are grouped by content area and should be used to convey strengths and needs of each student. There is no minimum number of comments required – the decision to require a minimum number of comments is a school-based decision. The maximum number of comments is based on a 1,000 character limit. Should a teacher select comments that exceed the maximum allowed, the online system will disregard the comments entered at the end.
Delegated teachers are permitted to enter up to three comments per student. It is recommended that music, physical education, art, band, strings, and world languages resource teachers enter no more than one comment per student. If additional comments are necessary, consult with the classroom teachers.
Guidelines for Selecting ESOL Comments

The student’s English language proficiency level will appear on the front page of the progress report. It will be systematically generated by ISIS. Teachers completing the progress report for students receiving ESOL or Bridging services must select one of the following two comments:

- <<_____>> is receiving ESOL or Bridging services and instruction and assessments were adapted to meet instructional needs. OR
- <<_____>> is receiving ESOL or Bridging services and uses English language skills for speaking, listening, reading, and writing effectively in order to participate in classroom instruction.

Additional comments may be selected for students receiving ESOL or Bridging services from ESOL, advanced academics, language arts, mathematics, etc., as appropriate. Students who have refused ESOL services will see their English language proficiency level generated on the first page, however, the above two comments should not be used.

EVALUATION OF SPECIAL POPULATIONS

Special Education

All services and accommodations will continue for students with limited English proficiency, IEPs, or 504 Plans. For high incidence special education students, the progress report is used the same as it is for a general education student. However, a student who has accommodations listed on his/her IEP should receive these accommodations and these are not considered extra support. Therefore, a student receiving accommodations could still receive a grade of “4” for a given standard. For low incidence special education students who follow a modified curriculum (the ASOLs - Aligned Standards of Learning), the progress report is completed a bit differently. These students are graded according to their goals and identified ASOL standards they are learning.

Advanced Academics

Students receiving Advanced Academic Level IV services should be graded according to the curriculum they are taught. To help parents understand the difference between the grade level curriculum and the content taught in the Level IV classroom, information for AAP Level IV students is available to parents on the public web.

English Learners

English learners (ELs) often require additional language support in order to demonstrate knowledge of content standards. These students should be marked according to their knowledge of content standards and not on their English language proficiency level. An English learner can receive any mark on the progress report for both effort and achievement (1, 2, 3, or 4).

Placement and Retention of English Learners
When English Learners (ELs) arrive in FCPS, they are placed in age-appropriate classrooms. Placement with peers provides ELs with appropriate models for language and social development and gives them access to the grade-level curriculum.

**Students eligible to receive ESOL services should generally not be retained.** Retention may be considered in cases where there are excessive absences or other extenuating circumstances. **Promotion and retention decisions for ELs should not be made on the basis of the student’s English language proficiency.**

**INTERIM REPORTS**
Individual school administrators determine when interims are sent, which students should receive them, and what format to use. Interim reports may be used to communicate exceptional progress, improvement, or unsatisfactory progress. The choice of the instrument used as an interim report is a school-based decision.

**RETENTION OF STUDENTS AND APPEALING GRADES**
Decisions on retaining students should be made in accordance with the current version of Regulation 2410, Promotion and Retention of Students in Grades K-8. When retention is being considered, a parent-teacher conference should be held and an appropriate comment indicating that retention is possible should be added to the progress report no later than the third quarter grading period. Comments regarding retention can be found in the comment bank under the “Retention and Conference” category.

Students or parents who wish to appeal a grade may present their concerns to teachers or school administrators. The current version of Regulation 2601, Student Rights and Responsibilities, addresses appeal and complaint procedures.

**TRANSFER STUDENTS WITHIN FCPS**
The following procedures for handling progress reports when a student transfers within FCPS should be used by all schools to ensure accurate records for every student:

**Sending School**
- If a student transfers during the first 25 days of a quarter, the sending school should print a progress report to capture any grades to date for the receiving school. These grades can be included in the receiving school’s teacher’s evaluation of the student’s progress.
- If a student transfers after the 25th day of the quarter and before the progress report process is completed, the sending school should enter grades and generate a progress report for that quarter. The receiving school may also generate a progress report for that student, especially if the standards taught and graded are different from those already entered from the sending school.

**Receiving School**
- Keep the copy of the progress report from the sending school in the student’s cumulative folder.
- Issue achievement and effort marks for the newly arrived student from the time the child is registered in the receiving school for the remainder of the school year.

**Commonly Asked Questions**
**Question:** How long must a student be in a school for that school to be responsible for generating a progress report with quarter marks?

**Answer:** A school is responsible for quarter marks if a student is in attendance for 25 days or more.

**Question:** Does a teacher have to issue a student who enters a school near the end of a grading period achievement and effort marks?

**Answer:** No, the teacher can use the generic comment for newly arrived students.

**Question:** Will the receiving school have the option of putting in previous marks entered by the sending school?

**Answer:** Yes. The receiving school must determine if it wants the marks from the sending school printed.

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**DISTRIBUTION**

Progress Reports will continue to be completed at the end of each quarter. However, grades will indicate knowledge and skills on specific standards covered during that quarter rather than a single grade for each content area.

Printing of the progress report is done by the Student Information Assistant (SIA). Teachers have the capability of printing copies of the progress report, but these copies are unofficial and should be marked as such. Unofficial copies should not be given to parents, but can be shown to parents at conferences if progress reports have not yet been printed.

Progress Reports will be sent home in an envelope that contains information about the standards-based progress report and has directions on how to access the grade level skills via the web (go to [www.fcps.edu](http://www.fcps.edu) click on “parents” then search for “Elementary Progress Reports”). The envelope should be signed by the parent and returned to school as it will be used each time the progress report is sent home.

Kindergarten teachers will not complete a first quarter progress report. Information will be conveyed to parents through parent conferences at the end of the first quarter. A copy of the progress report should be given to parents at the time of the conference. In addition, kindergarten teachers may include assessment information from first quarter in the second quarter grades, particularly if the standard is taught first quarter and will not be revisited the remainder of the year.

The transcript of the new progress report will be sent to middle schools when students move from elementary to middle. These transcripts are only provided as information. They are not used to qualify students for special programs. Grades on the elementary progress report can assist parents in making informed decisions regarding course selection at the middle school level. Middle schools are not revising their report cards at this time.
**Elementary School Progress Report**

**Grade:** n

**Date or Quarter or Final:** May-July

**Student Name:**

<table>
<thead>
<tr>
<th>School Name</th>
<th>School Phone</th>
<th>Teacher Name</th>
<th>Teacher Name</th>
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**School City, State ZIP:**

**Principal Name:**

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<th>Achievement Levels:</th>
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<tbody>
<tr>
<td>4 – Demonstrates concepts and skills of standard taught this quarter</td>
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<td>3 – Usually demonstrates concepts and skills of standard taught this quarter</td>
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<tr>
<td>2 – Sometimes demonstrates concepts and skills of standard taught this quarter</td>
</tr>
<tr>
<td>1 – Seldom demonstrates concepts and skills of standard taught this quarter</td>
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<tr>
<td>m – Not taught</td>
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**Life, Work, and Citizenship Skills:**

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<th>Q2</th>
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<th>Q4</th>
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**History and Social Science:**

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**Language Arts:**

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**Mathematics:**

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<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>F</th>
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<tbody>
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**Science:**

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>F</th>
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<tbody>
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**Mathematics Effort:**

- Your child has been instructed using above grade-level content in one or more areas of mathematics.

**Science Effort:**

- Investigates and demonstrates understanding of the natural world in a systematic way like a scientist and applies these skills and knowledge to solve problems.

**Attendance Reporting Period:**

<table>
<thead>
<tr>
<th>Days Absent</th>
<th>Days Late</th>
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</table>

**Student is an English Learner (EL) at English Language Proficiency Level:**

**Level of Advanced Academic Services:**

Level _____
<table>
<thead>
<tr>
<th>Health</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of concepts and behaviors that reduce health risks and enhance health.</td>
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<tr>
<td>Demonstrates ability to access and evaluate health-related information.</td>
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<td>Demonstrates knowledge of appropriate health practices and behaviors.</td>
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<table>
<thead>
<tr>
<th>World Languages</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates awareness of the target language.</td>
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<tr>
<td>Gains knowledge and understanding of other cultures.</td>
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<tr>
<td>Connects to other disciplines and acquires content information in the target language.</td>
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<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td>Performs movement skills and patterns in physical activities.</td>
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<tr>
<td>Demonstrates knowledge and use of concepts and principles to improve movement skills.</td>
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<tr>
<td>Demonstrates the knowledge and skills necessary for a health-enhancing level of physical fitness.</td>
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<tr>
<td>Demonstrates knowledge and skills that ensure safe participation in physical activity.</td>
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<tr>
<td>Demonstrates knowledge and strategies for living a physically active lifestyle.</td>
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<table>
<thead>
<tr>
<th>General Music</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates appropriate singing skills.</td>
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<tr>
<td>Demonstrates appropriate skills playing instruments.</td>
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<td>Responds to music with movement.</td>
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<tr>
<td>Demonstrates appropriate skills in composing and improvising.</td>
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<tr>
<td>Demonstrates appropriate skills in music literacy.</td>
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<tr>
<td>Applies appropriate listening skills.</td>
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<table>
<thead>
<tr>
<th>Band/Strings</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates appropriate skills playing selected instrument.</td>
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<td>Demonstrates creativity in performance.</td>
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<tr>
<td>Demonstrates appropriate skills in music literacy.</td>
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<tr>
<td>Applies appropriate listening skills.</td>
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*Only students who are in language immersion or Foreign Language in the Elementary School (FLIES) classrooms will receive World Languages marks.*
What Do the Marks/Grades Mean?

1. Frequency of behavior, seldom
   - Requires considerable support when demonstrating understanding
   - Demonstrates limited understanding of content taught
   - Makes frequent errors when demonstrating concepts or processes taught

2. Frequency of behavior, some of the time
   - Requires moderate support when demonstrating understanding
   - Demonstrates a partial understanding of content taught
   - Makes some errors or omissions when demonstrating concepts or processes taught

3. Frequency of behavior, most of the time
   - Requires limited support when demonstrating understanding
   - Demonstrates a general understanding of content taught
   - Makes few errors or omissions when demonstrating concepts or processes taught

4. Frequency of behavior, nearly all the time
   - Requires no support when demonstrating understanding
   - Demonstrates a thorough understanding of content taught
   - Makes no major errors or omissions when demonstrating concepts or processes taught