

A Guide for Families | The Elementary Progress Report

In the Council Bluffs Schools, we believe that grades serve as a communication tool, reflecting student learning and academic growth towards meeting grade level standards. Our commitment to a fair and consistent grading process includes providing

- clear learning targets
- multiple assessment measures
- consistent application of standards
- opportunities for feedback and revision, and
- regular review and calibration of practices.

This commitment, along with ongoing communication, ensures that students, parents, and teachers can adequately understand learning progress.

We also believe that learning occurs at different times and in different ways for students. Students may need multiple opportunities to demonstrate mastery through a wide variety of practices and performances throughout the year. We strive to provide families with regular updates on learning progress so that together we can support the learning of each child. This occurs through a variety of means including anecdotal observations shared by teachers at conference time, daily work samples, and the sharing of assessment results. The primary purpose of our Elementary Progress Report is to provide families with information about each child's progress toward end-of-year grade level expectations. This guide provides families with information about the structure of the Elementary Progress Report.

Successful Learning Behaviors

Because we believe in educating the whole child, we know that in order for students to achieve academically, we must support the development of each child as a learner. Our Progress Report contains *learning behaviors that are considered to be important to successful learning. The separation of these learning behaviors from academic reporting standards allows teachers to provide families and students with more specific feedback.



Each indicator of successful learning behaviors is marked in regard to the frequency the behaviors are observed by the teacher:

- Reliably; Demonstrates the skill or behavior reliably, across various settings and situations. Needs little to no reminders or support.
- Usually; Demonstrates the skill or behavior most of the time, with occasional lapses or inconsistencies. Needs few reminders or support.
- Sometimes; Demonstrates the skill or behavior intermittently, with noticeable inconsistencies and a frequent need for reminders or support.
- Infrequently; Demonstrates the skill or behavior infrequently or not at all, requiring significant and consistent support and intervention.

Although developmental behaviors are marked separately from the academic reporting standards, the relationship between the two is an important one.

**College View Elementary measures this information through the International Baccalaureate Learner Profile and uses a 1 to 4 proficiency scale.*



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Understanding the Academic Scale

Learning is a process, and therefore, it is expected that repeated opportunities to learn are necessary to master new skills and understand new concepts. The academic scale on our Progress Report is designed to show where a child is on the learning continuum from initial learning to mastery. The pace at which each child learns and demonstrates mastery is individual and can take place at any time during the school year. An explanation of each proficiency level is provided in the chart below.

Proficiency Level	Descriptors
4	<ul style="list-style-type: none"> The student consistently demonstrates a thorough understanding of grade level standards. The student performs at a high level of difficulty, complexity, or fluency that is above the expected grade level standards. The student exceeds expected grade level standards.
3	<ul style="list-style-type: none"> The student demonstrates a proficient understanding of grade level standards. The student performs at the level of difficulty, complexity, or fluency that is at the expected grade level standards. The student meets expected grade level standards.
2	<ul style="list-style-type: none"> The student demonstrates some understanding of grade level standards. The student performs at a level of difficulty, complexity, or fluency that is progressing toward the standard. The student approaches the expected grade level standards.
1	<ul style="list-style-type: none"> The student demonstrates little or no understanding of grade level standards. The student performs significantly below the expected grade level standards. The student does not approach the expected grade level standards.

Progress Report Frequently Asked Questions

How are the format and content of the Elementary Progress Report determined?

Our goal is to provide families with additional information about their child's progress on grade level expectations. Our Elementary Progress Report provides detailed information regarding each student's progress on an expanded list of skills and knowledge in each content area. This allows families and students to understand more clearly what learning is expected at each grade level.

Can the progress report scale be compared or translated into letter grades?

The proficiency levels should not be compared to letter grades. Our use of a proficiency scale measures the achievement and learning of individual students in relation to end-of-year grade level expectations for each of these skills. A student's proficiency level with these skills is determined through repeated opportunities to practice and demonstrate learning. This encourages all students to continue to grow academically.

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How does a child exceed grade level standards?

Exceeding grade level standards are indicated when a student is able to apply in-depth understanding of extended conceptual knowledge that goes beyond the target learning goal. This occurs when a student is able to make connections using higher level thinking skills such as critiquing, analyzing, synthesizing, etc. This can also occur when a student demonstrates in-depth inferences or applications that go beyond what was taught.

How do I talk with my child about his/her progress report?

It's important that conversations about school reflect the fact that learning is a process. Some concepts, understandings, and skills are easier or more difficult to grasp than others. Providing students multiple opportunities to learn and practice under the direction of expert teaching, in combination with support at home, will ensure progress. Receiving a level 1 or 2 while learning a new skill or concept may be appropriate; however, we would expect growth over time with additional instruction on the underdeveloped skills. A level 3 demonstrates mastery and should be celebrated. Earning a level 4 indicates a strength that is recognized to be above and beyond the standard. Attitudes are contagious. It is important that adults help children recognize and celebrate their efforts and progress toward specific learning goals. Families are encouraged to collaborate with their child's teacher for specific strategies to support learning.

Will it be difficult for my child to transition to a letter grade Progress Report after elementary school?

The Elementary Progress Report focuses on the learning process by detailing successful learning behaviors in addition to academic skills and knowledge of content. Students who understand the learning process from "initial learning" to "proficiency" will develop an awareness of their own strengths and learning styles. Success in middle school and beyond is largely influenced by a student's understanding of this process. When students transition to middle school, the teaching staff will help them understand how learning behaviors and academic achievement are reflected in secondary grading policies and practices.

How do I access my child's progress report?

Parents/guardians are encouraged to create a PowerSchool Parent/Guardian Portal Account. Once created, parents/guardians can sign in and navigate to the Grades and Attendance tab. Directions on establishing a Parent/Guardian Portal Account can be found [here](#).