Family Guide to Elementary Progress Reports

In Worthington Schools, we are committed to each student's growth inside and outside of the classroom. Partnerships with parents and families are essential for helping children reach their full potential.

Assessing and reporting student understanding is crucial for communicating student progress toward mastery of learning standards and skills. When parents are informed, teachers and families can work together to better support students on their learning journey. We evaluate student progress daily through various tasks, work samples, assessments, and observations. This assessment information not only allows teachers to provide an accurate picture of progress to families but also assists teachers in guiding student learning through tailoring instruction to meet each student's needs.

We look forward to partnering with you on your child's learning journey. If you have any questions about your child's progress, please reach out to their teacher. Your partnership is our greatest asset and we look forward to sharing your child's progress toward achieving the standards and skills of their grade level.

Your partner in education,

Rob Messenheimer
Executive Director of Elementary Education

Viewing your child's Progress Report

Elementary progress reports are provided 3 times **each school year**, at the end of each trimester. Related Arts progress will be reported at the end of the 1st and 3rd trimesters.

1. Visit www.worthignton.k12.oh.us In the top right corner, select Portal Login and use parent log in credentials.
2. Select the "Infinite Campus" tile and log in using your parent credentials.
3. Select the 3 lines at the top of your screen. Choose the "Documents" option.
4. Select the appropriate progress report you wish to view.

Understanding the Standards "Marking Key"

MARKING KEY The number and its descriptor indicate the level at which a student is progressing on any standard.	
4	Student consistently exceeds and extends grade level expectations independently demonstrating in-depth knowledge, self-motivation, and a higher order thinking skills. A mark of "4" indicates the "next level" of student learning. A student's progress exceeds grade-level because s/he has mastered grade-level standards in terms of knowledge, but also applies that knowledge in ways that go beyond grade-level expectations. Typically, few children perform consistently at this level across all standards..
3	Student consistently meets grade level expectations with independence. *"3" indicates the EXPECTED level of performance for any student at any grade level.* A mark of "3" is our expectation and indicates that a student's progress with skills and information meets grade-level expectations because content is mastered and applied independently with little or no adult support. A student at the top of his/her class, successfully mastering skills and content, may find themselves consistently at level "3", indicating strong or excellent work at grade-level.
2	Student is working at or near basic understanding of grade level expectations, with support. A mark of "2" indicates a student's progress with skills and content that is in the grade-level range, but requires the support and assistance of others to show success at this time. The learning is not yet independently applied.
1	Student is working below grade level expectations while requiring ongoing interventions and support. A mark of "1" indicates that a student's progress with grade-level content is below expectations. Their instructional level is characterized by maximum teacher support and intervention. Grade-level expectations are not being met at this time.

Important Points to Consider:

- The Standards Marking Key is used in all grades, Kindergarten through 5th Grade.
- The key is used to report student progress related to both the level of expectation that is being met, as well as the level of independence with which a student performs.
- It is important to know that the standards indicators listed for each content area represent ***end of grade level expectations***.
- Marks of "2" and "3" are both considered within the grade level range of expected student performance. The difference, again, is in the level of support required for growth. One would expect most students to be marked at "2" or "3" in most areas, if they are performing at grade level.
- When considering the descriptors, very few students would earn a "4" consistently on most indicators. Carefully read the details of the explanation. A "3" indicates strong, successful learning at any grade level.
- In the Marking Key, the numbers themselves are not the focus. Rather, the descriptor that coincides with each number is most important. The descriptors indicate the level of the individual student's skill acquisition, as well as the level of confidence/independence with which the student performs the standard.

F.A.Q

Standards-Based Progress Reports

What is standards-based progress reporting?

Each grade level subject area has a set of established "Learning Standards" developed by the Ohio Department of Education and Workforce that all public schools use to guide instruction and learning. Standards serve as a benchmark for measuring what students know and can do. Ohio's Learning Standards set high expectations for students in each content area. Our goal is to help students master each standard by the end of the school year. These learning standards serve as an end-of-year goal for each child to master..

By providing detailed information relating to individual learning statements, families are better able to understand what their children know, what they are able to do, and what they still need to learn in relation to the standard. Teachers are encouraged to use comments to share additional information not captured in learning standards.

How does standards-based reporting differ from a traditional report card?

In elementary school, we have, for the most part, made the switch away from letter grades to communicate more specifically what a student has learned and achieved based upon learning standards and to what degree they have learned them.

While letter grades seem understandable, they give limited information about what children have learned or can do. Additionally, letter grades do not convey specific insights into a child's understanding or application of their learning. As a result, letter grades can mean different things to different people

Consider the typical "average" of numbers to determine a "grade." A test grade, which is the final result of learning, is averaged with earlier quizzes and other assignments that reflect "practice" or formative assessment along the way. A final test grade of "A" could be lowered by the averaging, and not reflective of the true, final learning.

With a standards-based approach, teachers use information from observations, conferences, work samples, and assessments to evaluate student learning