

DEVELOPMENTAL PROGRESS

DEVELOPMENTAL CONTINUA

Some aspects of student learning develop over time and are affected by each child's readiness to handle complex processes and abstract thinking. Children progress through predictable developmental stages at highly individual rates of change.

Developmental continua describing the sequential stages of three foundational processes are incorporated into Penridge's Progress Reporting system:

Reading Process

Writing Process

Mathematical Problem Solving Process

Each continuum includes detailed descriptions of student learning for each aspect at the following six stages:

- ◆ Pre-communicative
- ◆ Emergent
- ◆ Novice
- ◆ Transitional
- ◆ Developing
- ◆ Extended

DEVELOPMENTAL CONTINUA

Parents will receive information describing their child's developmental progress at the end of the first and fourth marking periods. Parents will have the opportunity to discuss this information with their child's teacher. The target developmental stage for each grade level is noted on each continuum. This is the stage that most children reach by the end of the year. During the school year students will exhibit variable progress through the developmental stages.

TEACHER COMMENTS

The new Progress Report provides space for teachers to add personal comments at the end of the second and third marking periods.

Teachers provide parents with samples of student work throughout the year. Parents are encouraged to contact their child's teacher during the year if they would like to discuss their child's progress.

Penridge School District

How To Read Your Child's Progress Report



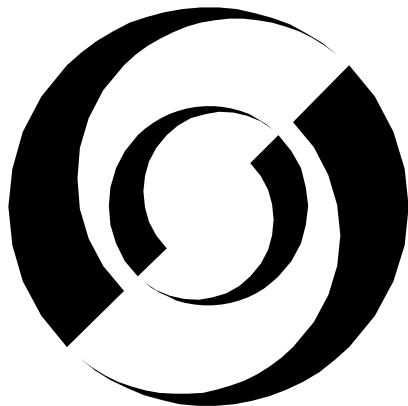
Parent Information Guide
Fall 2007

THE CONTEXT FOR LEARNING BEHAVIOR AND ATTITUDES

Students are more successful learners when they possess good work habits and study skills. They also need the skills to function effectively with other students and within the context of learning activities.

Each marking period parents will receive information about an array of behaviors and attitudes. These are evaluated with the following rating scale:

+	Strength
	Current expectations are being met
↗	A slanted arrow in an objective indicates that improvement has been made
▲	Need for improvement



ACADEMIC ACHIEVEMENT PERFORMANCE ON ACADEMIC GOALS AND OBJECTIVES

Students are evaluated based on current learning expectations within five or six different subject areas:

Language Arts
Mathematics
Computer Education
Social Studies
Science
Health (Grades 4 & 5)

Instead of receiving a single grade (A, B, C, D) for each subject area, students are evaluated on each of the major academic goals within the subject area. Evaluating student achievement goal-by-goal provides clearer and more specific information to parents.

Goals are listed as headings in **BOLD CAPITAL** letters under each subject area.

Objectives are listed as bulleted (•) items below each goal. These describe specific skills or demonstrated learning that a student who is meeting current expectations can perform.

During the first three marking periods, students are expected to make reasonable progress toward the attainment of these objectives. By

the end of the fourth marking period, students should be able to accurately, consistently, and independently perform these tasks in order to meet expectations.

Each marking period parents will receive information about their child's progress on specific goals and objectives.

GOALS: Student achievement in each goal is described by one of the following performance levels:

EX	Exceeding Standard	Student shows learning that consistently exceeds current grade level expectations.
ME	Meeting Standard	Student shows learning that consistently meets current grade level expectations or IEP goals.
AP	Approaching Standard	Student shows learning that approaches current grade level expectations or IEP goals.
BE	Beginning Standard	Student shows limited evidence of progress toward current grade level expectations or IEP goals and requires more time and practice.
*	Not Applicable	See attached report of progress on alternative curriculum.

OBJECTIVES: The following rating scale is used to evaluate objectives:

+	Strength
	Current expectations are being met
↗	A slanted arrow in an objective indicates that improvement has been made
▲	Need for improvement
■	Objective not assessed