

A Parent's Guide to Student Progress Reports

Teays Valley School District

Our Commitment to Providing The Best Information About Student Learning

Reporting student progress is an essential part of the communication and partnership process between home and school. It is our professional responsibility to provide parents and students with complete and useful information that thoughtfully reflects the fullness of the learning process; namely, parents and students should have information that accurately reflects a student's level of performance and progress in meeting academic standards.

This guide has been created to provide parents with the following information about Student Progress Reports in the Teays Valley School District:

- An overview of philosophy and purpose
- An explanation of how to use and interpret the Student Progress Report, including the Standards-Based design and its connection to Ohio's New Learning Standards, and the marking scale
- An explanation of how the report card provides a "snapshot" of student learning that reflects grade-level expectations/ standards, student achievement of and individual progress toward independently meeting expectations, and where help and support are needed.

Learning is the message we wish to communicate to both parents and students. Students should be evaluated on their individual progress toward achieving the standards and skills of their grade level.

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Progress Report Purpose Statement

The purpose of the Student Progress Report is to provide families with written communication about the learning progress of their individual students, as compared to Ohio's New Learning Standards.

Therefore, the student progress report should be:

- An accurate, concise, and consistent communication of student performance and growth over time, based upon grade-specific standards
- The basis for ongoing conversation between schools and families in supporting each student for success

Understanding the Marking Scale

To be fair and accurate in reporting both a student's progress and achievement, teachers use the following marking scale to report individual progress toward meeting **end of year** expectations with the Content Standards in each academic area. Four levels of progress are noted using an L, P, M, E marking system. In the Standards Based marking system, the letters are not the focus. Rather, the descriptor that coincides with each letter is most important. The descriptors indicate the level of the individual student's skill acquisition, as well as the confidence/independence with which the student performs with the standard.

“In the marking scale the letters are not significant in themselves. Rather, the focus is on the descriptor that coincides with each letter. It explains both the progress toward meeting end of year grade-level expectations and the degree to which the student is performing.”

E	Exceeds grade level expectations by applying concepts and skills independently and utilizing them with independence in innovative ways.
M	Student demonstrates competence in meeting end of the grade level expectations while working independently with concepts and skills.
P	Student is progressing towards end of the grade level expectations independently or with assistance from teachers, peers, and/or parents.
L	Limited skills. Student has an emerging awareness of concepts and skills. Performance is below grade level expectations.
☐	Not covered this nine-week grading period

A mark of "E" indicates the "next level" of student learning. A student's progress **exceeds grade-level** because he/she has mastered grade-level standards in terms of knowledge, but also applies that knowledge in ways that go beyond grade-level expectations. Typically, very few children are at this level.

A mark of "M" indicates that a student's progress with skills and information **meets grade-level** expectations because success is independent and requires little or no adult support to demonstrate. A student at the top of his/her class, successfully mastering skills and content, may find themselves at level "M" all year, which indicates strong or excellent work, expected at grade-level.

A mark of "P" indicates a student's progress with skills and information is **in the grade-level range**, but the entire learning outcome has not been met or the student requires the support and assistance of others to show success at this time.

A mark of "L" indicates that a student's progress with grade-level skills and information is **below grade-level**. His/her instructional level is characterized by maximum teacher support. Grade level expectations are not being met at this time.

Important Notes:

- Marks of "M" or "P" BOTH indicate that a student is working within the expectations of his/her grade level. The difference is the level of independence and support which the student works or whether the standard or domain has been fully covered or taught.
- Because this is a standards based progress report, a mark of "M" is the expected goal for students, which indicates that the student is meeting the requirements of the academic standards for his/her grade level.
- Marks of "L" indicate the student performance is significantly below grade level expectations, and requires dialogue with the teacher.
- It is expected for students to start the year at the progressing level. As you monitor your child's progress, you should look for improvement in a few areas every grading period. Our goal is for each student to meet or surpass the grade-level skills for each standard by the end of the school year.

A Brief Look at What Teachers Mark

Standards-Based language is the basis for marking student performance and describes expectations.

Reading	1st	2nd	3rd	4th
Reads appropriate grade level texts with understanding accuracy and fluency.				
Describe characters, settings, and major events in a story with key details.				
Identify the main topic and retell key details of a text.				
Retell stories, including key details, and demonstrate understanding of their central message of lesson.				

The numeric mark (E, M, P, L) is placed by the standard statement. A space left blank indicates an area not evaluated at this time.

Belief Statement for Assessing and Reporting Student Progress

Assessing and reporting student progress is important.

The purpose of classroom assessment is to support student learning. Assessing student progress takes place in several ways. We believe that a single assessment can not be used to evaluate student progress. We use multiple measures to assess student understanding. Formative assessment techniques are used to give teachers and students immediate feedback of student understanding. Teachers use formative assessments every day. They share learning targets and criteria with students, and give them feedback while they are working toward those goals. Rather than waiting until the end of a unit, formative assessments are used on a regular basis, so that instruction and activities can be quickly changed to meet the learning needs of students long before final tests or assessments.

Teachers use several types of formative assessments:

- daily observation of student performance
- informal conversations with students
- exit tickets or whiteboards to formatively assess student learning
- short assessments that are not “graded” but used to determine student understanding and guide instruction

Assessment information helps to guide and inform a teacher’s instruction as he or she strives to meet each student’s academic needs.

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If you have further questions about understanding the
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