



## WESTFORD PUBLIC SCHOOLS PARENT PROGRESS REPORT HANDBOOK GRADE TWO

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The Westford Public Schools is pleased to present you with the 2011-2012 edition of the Parent Progress Report Handbook. This handbook, in conjunction with the parent teacher conference, is critical to understanding the progress report in general as well as individual student achievement. We ask that you review the contents carefully and bring the handbook for reference when attending appointed conferences. The Handbook contains standards that students are expected to meet by the end of the school year. Although our goal is to meet the standards set by the state and the district, some children may not reach these standards by the end of the school year and may need more time to learn certain skills. This does not mean that a child is not ready for the next grade. The teacher will discuss concerns about your child's progress with you throughout the year. **Please retain this document for reference throughout the school year.**

Please note the following special features of the K-2 progress report:

- ◆ Reading, Speaking and Listening, Writing, and Mathematics are graded by **year end standards**
- ◆ Social Studies, Science, Wellness, Music and Art are graded by **term**
- ◆ Social Skills/Work Habits are graded by **term** with a numerical rating (1-4)\*
- ◆ **Effort** in each subject area is reflected by a numerical rating (1-4)\*

\*Please note: for consistency, the rating scale has been reversed, making '4' the optimum score.

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**Marking Key:** (Based upon end of the year standards)

- A** **Approaches the Standard:** The student demonstrates understanding of basic concepts and skills. Performance varies in consistency with regard to accuracy and quality. Support and guidance often needed for clarification and to sustain involvement.
- A\*** **Progress Has Been Made Toward the Year End Standard:** May be issued only in second and third terms in areas with year end standards.
- M** **Meets the Standard:** The student demonstrates an understanding of both basic and extended concepts and skills. Performance characteristics include consistency, accuracy, quality, and growing independence.
- M\*** **The Student Works Beyond the Standard**
- N** **Needs More Time to Develop the Standard:** The student demonstrates minimal understanding of basic concepts and skills. Performance is inconsistent, even with support and guidance.
- NA** Not Assessed During This Term