

WESTFORD PUBLIC SCHOOLS TEACHER HANDBOOK PROGRESS REPORT K – 2

The Westford Public Schools is pleased to present you with the 2011-2012 edition of the Progress Report Teacher Handbook. Our philosophy follows a developmental approach to learning in the primary grades. This handbook contains the standards that students are expected to meet by the end of the school year.

Reading, Writing, Speaking and Listening, and Mathematics utilize **end of year standards**. The A* assessment should only be used in the second and third terms as it indicates the student has shown growth in an area but has not yet met the standard. Although our goal is to meet the standards set by the state and district, we understand that some children may not reach these standards by the end of the school year and may need more time to learn certain skills.

Please refer to the Curriculum Guides for critical information relative to instruction and assessment. These documents contain tools such as rubrics, prompts, word lists and benchmarks and comprise an essential part of the curriculum.

Science, Social Studies, Wellness, Music and Art grades are marked by the **term** for each unit of study. Therefore, a student may achieve all of the expected outcomes within one marking period.

Social Skills/Work Habits are to be graded by term with a numerical rating (1-4).* **Effort** in each subject area is also reflected by a numerical rating (1-4).*

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

The purpose of the reporting system is as follows:

- Communicate student progress relative to a standard
- Communicate students' strengths and areas needing improvement
- Communicate specific skills students learned

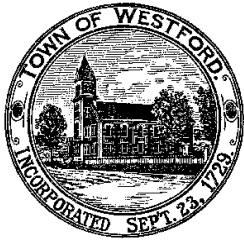
The calendar for formal communication with parents is on a trimester schedule. Progress Reports will be sent home in November, March, and June of each school year. Informal communications provide additional information to parents about a child's progress. Initial contact should be made to parents within the first six weeks of school. This may be in the form of a phone call, note, email, or written comment on work. It is always advisable to contact parents prior to the date of conferences when concerns arise. Regular communication with families on a formal and informal basis strengthens the home/school connection and enhances student success.



WESTFORD PUBLIC SCHOOLS
PROGRESS REPORT HANDBOOK
MARKING KEY

Marking Key:

- 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 the 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**



WESTFORD PUBLIC SCHOOLS
PROGRESS REPORT HANDBOOK
SOCIAL SKILLS/WORK HABITS MARKING KEY

Social Skills/Work Habits /Effort Marking Key 1- 4

- 4) Consistently meets behavior and work habit expectations, internalizes limits readily, will self-adjust behavior and work habit to make an appropriate match to given situation. Rarely needs reminders or assistance from teachers/supervisors to maintain appropriate behavior or to sustain the work habit.
- 3) Most of the time meets expectations, can maintain appropriate behavior and sustain the work habit over a substantial period of time, needs only occasional reminders or assistance from teachers/supervisors for appropriate behavior or work habits.
- 2) Some of the time meets expectations, can maintain appropriate behavior and sustain the work habit for only short periods of time, needs frequent reminders or assistance from teachers/supervisors to maintain appropriate behavior or to sustain the work habit.
- 1) Seldom meets expectations even with assistance, relies on teachers/supervisors for limits to remain in control and maintain appropriate behavior or to sustain the work habit.

Work Habits/Effort Criteria

- Works independently
- Demonstrates perseverance
- Strives for quality
- Remains on task
- Prepared to participate
- Completes class work
- Completes homework



WESTFORD PUBLIC SCHOOLS
TEACHER HANDBOOK
PROGRESS REPORT
K – 2

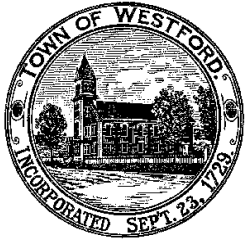
Reading and Writing Assessment Resources

What evidence can I use to make decisions on my student's reading and writing skills?

- DRA2 (K-2)
- Terra Nova testing (2)
- High frequency word list (K-2)
- Running records (K-2)
- Observations (K-2)
- Phonemic Awareness Inventories (K-1)
- Shared reading (K-2)
- Concepts of print (K)
- Oral discussions (K-2)
- Guided reading groups (K-2)
- Written responses (K-2)
- Writing samples scored with grade level rubrics (K-2)
- Class writing assignments across the curriculum (K-2)
- Phonics Assessment (Pre-1 – 2)

Reading Expectation using the DRA2 Independent Levels

| <u>Grade</u> | <u>K-DRA2</u> | <u>Pre-1 DRA2</u> | <u>1-DRA 2</u> | <u>2-DRA2</u> |
|--------------|---------------|-------------------|----------------|---------------|
| November | A | 2 | 6 | 20 |
| March | 1 | 4 | 12/14 | 24 |
| June | 2 | 6 | 18 | 28 |



WESTFORD PUBLIC SCHOOLS
TEACHER HANDBOOK
PROGRESS REPORT
K – 2

Math* (Refer to Math Curriculum Guide)

What evidence can I use to make decisions on my student's math skills?

- Observations
- Written responses
- Oral responses
- Assessments
- Projects
- Journals/math logs

Questions to ask regarding a student's performance:

Is the student:

- using mathematical vocabulary?
- connecting ideas to prior knowledge and lessons?
- making real life connections?

*Grade 1 and 2 descriptors revised to correlate with new program

Science (Refer to Science Curriculum Guide)

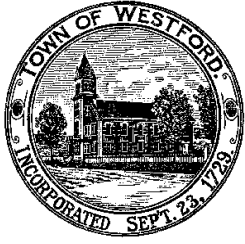
What evidence can I use to make decisions on my student's science skills?

- Observations
- Written responses
- Oral responses
- Logs
- Projects
- Assessments

What classroom practices will help with assessment?

- K-W-L charts
- Prediction sheets
- Experiments
- Charting / graphing observations
- Drawing conclusions
- Keeping logs

Please note: The content area of science grades are marked by the term for each unit of study; therefore, a student may achieve all of the expected outcomes within one marking period.



WESTFORD PUBLIC SCHOOLS
TEACHER HANDBOOK
PROGRESS REPORT
K – 2

Questions to ask regarding a student's performance:

Is the student:

- using science vocabulary?
- connecting ideas to prior knowledge and lessons?
- making real-life connections?

Social Studies (By Term)

What evidence can I use to make decisions on my student's social studies skills?

- Observations
- Written responses
- Oral responses
- Tests and quizzes
- Performance assessments with rubrics
- Learning logs
- Research projects

What classroom practices will help with assessment?

- K-W-L charts
- Prediction sheets
- Drawing conclusions

Questions to ask regarding a student's performance

- Is the student using social science and history language?
- Are they connecting ideas to prior knowledge and lessons?
- Are they making real-life connections?