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Dear Parents,

As you know, teachers plan activities and tasks to review prior learning targets and to lay the groundwork for future learning targets. However, there is a set of learning targets that teachers track student proficiency for during the school year. This progress report reflects student learning on the specific Essential Learning Targets for your student's grade level. The completed work shared with you reflects the richness and variety of learning in your student's classroom experience.

The tasks and activities that teachers design are of varying forms and are intended to help students acquire specific knowledge and skills that will allow them to meet the year's Essential Learning Targets. Teachers provide students feedback on how they are progressing toward the target by scoring, or grading, tasks and activities that either formative (more foundational and basic learning) or summative (more complex and rigorous).

Formative tasks are scored on a 1-3 scale:

- 1 not meeting the expectation of the task or activity,
- 2 initial exhibition of the expectation of the task or activity,
- 2.5 significant progress toward meeting the expectation of the task or activity,
- 3 meeting the expectation of the task or activity

NOTE: On the report card, if a score for an Essential Learning Target is based only a formative level score, there will be a ^ beside the score.

Summative tasks are scores on a 1-4 scale:

- 1 not meeting the expectation of the task or activity,
- 2 initial exhibition of the expectation of the task or activity,
- 2.5 significant progress toward meeting the expectation of the task or activity,
- 3 meeting the expectation of the task or activity, and
- 4 exceeding the expectation of the task or activity.

JumpRope uses a special calculation on the bigger, summative activities that reflects how your child's understanding is progressing toward the topic. This calculation type is based on research on how students learn. It is a time-based "calculation" and therefore more closely represents true student learning progress than a typical average score. If an essential learning target scores has a ^ next to it that is telling you your child did on the last small, foundational formative activity. The scores for Essential Learning Targets beneath each standard are averaged to give an overall score for the standard.

PROGRESS REPORT KEY

CONTENT GRADES

4.0 – 3.01 = exceeding expectation at this point in the year;

3.0 - 2.7 = meeting expectation at this point in the year;

2.6 – 2.5 = partially meeting expectation at this point in the year with a solid foundation for further learning;

2.4 – 2.0 partially meeting expectation at this point in the year with an initial understanding or skill development;

below 2.0 = concerns for further learning.

HABITS OF WORK GRADES

3.0 - 2.5 = indicates regular exhibition of behaviors important for learning identified by the HOW targets;

2.4 – 2.0 = inconsistent exhibition of behaviors for learning identified by the HOW targets;

below 2.0 = needs improvement

Habits of Work (HOW) targets are the skills that SPSD feels are important for all students to have and exhibit to maximize his or her learning. The scores on this report are based on your child's exhibition of these targets across all subjects.

This Progress Report reflects your child's learning thus far in the school year. Your student will continue to grow and progress towards proficiency on the targets for each subject as additional opportunities to learn are provided to all students throughout the year. As learning continues and students encounter more complex situations scores will calculate and will reflect the more developed skills and understanding.

Sincerely,

Rebecca Brown

Director of Curriculum, Assessment & Instruction

South Portland School Department