

Frequently Asked Questions (FAQs) About the Progress Reports

What is the organization of the Progress Report?

The Concord Public Schools Progress Report is aligned with the Massachusetts Curriculum Frameworks in Literacy, Mathematics, Science, Health, and Social Studies for Kindergarten through grade 5. On the Progress Reports, each subject is divided into domains and under each domain is the standard the student is expected to master by the end of the school year.

In standards based progress reporting, each student's progress is measured individually against established learning standards and performance criteria, not against the performance of other students. By comparing individual student's performance to a clear standard, parents, students, and teachers all know precisely what is expected.

What are the standards?

Standards are statements that identify the essential knowledge and skills that should be taught and learned in school. Essential knowledge is what students should know as an outcome of effective teaching and learning. Standards include the most important and enduring ideas, issues, principles and concepts of each subject. Standards ensure that learning targets are fixed, although student development and learning towards meeting the standards is individual and varies from child to child. Therefore, all students will be evaluated using uniform criteria for their individual growth and learning. Concord teachers devoted a great deal of time and effort in collaborating to reach a consensus on the meaning of these standards and the criteria for performance levels.

What do the performance levels mean?

4 - Exceeding the standard - Although fairly uncommon, a student demonstrates in-depth understanding of essential and extended concepts and skills. Performance is characterized by the ability to consistently and independently apply knowledge to complex problem-solving situations with accuracy. A student can exceed in one skill but not exceed in the overall strand or domain of a subject. Exceeding the standard is used where the student performed well beyond what is expected for meeting the standard. **Note:** Only certain standards in math and language arts are rated using 4 levels of performance. These standards are indicated with an asterisk (*).

3 - Achieved the standard - The student demonstrates proficiency in essential concepts and skills. Performance is characterized by the ability to apply this knowledge with accuracy, independence, and quality. This performance level represents a high level of work and it is the goal for all students by the end of the school year.

2 - Progressing toward the standard - The student is developing an understanding of essential concepts and skills but has not yet met the standard. Performance is characterized by varied consistency, independence, and quality.

1 - Not meeting standard - The student is making minimal progress toward meeting the standard at this time. The student is not yet demonstrating an understanding of essential concepts and skills. Considerable teacher support and guidance are needed. Production of work on the student's part may be irregular.

Will all teachers write comments on each Progress Report?

Teachers will use professional judgment to determine when their comments are needed to amplify a particular child's academic performance and to determine if the performance is in line with grade level standards in each discipline. In a standards-based progress reporting system, where subject expectations are clearly delineated by each standard, comments may be written when clarification and elaboration about a child's performance are needed.