



## CBPS Progress Report Parent Guide



November, 2017

Dear CBPS Community,

Since 2011, Cherry Brook School has used a Mastery Based Learning Progress Report Card to better communicate what students are expected to know and are able to do as set forth with grade level competency-based standards. The format of the progress report card allows us to define mastery levels for each grade, and to document how well students are progressing towards meeting benchmarks over the course of the school year. The K-3 Progress Report Card is issued three times a year (mid-November, mid-March and the last day of school). It includes specific standards relating to the knowledge and skills your child should attain at that point in the school year.

Please note that when the first marking period ended, we had only been in school for 44 days. Therefore, there may be a number of areas that were not formally assessed which left blank.

The following document is structured as a question and answer formula. We will continue to modify the parent resources and progress report based on feedback from the community.

As always, if you have any questions, feel free to contact your classroom teacher or me to help.

Sincerely,  
Andrew Robbin



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### **What is a progress report?**

The purpose of a progress report is to report on how students are performing at different parts of the year. Our progress reports measures how students are achieving towards mastery of specific standards. The standards describe what a student should know and be able to do at each grade level in all subjects.

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### **How are progress reports helpful?**

Progress reports are helpful in multiple ways. With consistent expectations of what students should master, a common progress report validates that students have similar content and are assessed in the same manner. Another positive in our report card is it will help teachers and students continue to focus on the mastery of standards from the start of the year, giving students a chance to get help sooner if they are not making adequate progress. Finally, from the progress report, families will be able to see exactly how their students are progressing towards mastery of the standards. It will be clear which big ideas and concepts their children have learned and what they need to work on during the school year.

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### **What do the numbers for the grades mean?**

The majority of students' scores will be reported out on a four point scale that corresponds to their expected level of performance for mastery at the point of year being reported (November, March, June). The scale equates to:

- 4 – Exceeds grade level expectations at this time.*
- 3 – Meets grade level expectations at this time.*
- 2 – Approaches grade level expectations at this time.*
- 1 – Not meeting grade level expectations at this time.*

In addition, there are some report card lines that are major assessments. Examples of these assessments include the DRA and sight words. These scores are reported as the score the student received on that assessment in the Reading Assessment Scores section. Please note that these scores are not determined by a rubric but report the actual score.

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### **How were the grades decided and calculated?**

For each academic line reported on the progress reports, teachers will have student data garnered through assignments that support that grade. This can be done through a paper and pencil assessment, a conference, a sample of daily work, a project or a combination of all of these items. Students will be assessed on a rubric that reflects their performances on certain



assignments. The grades will then be based on those scores. When determining an achievement level, teachers consider the degree to which a student is able to demonstrate understanding and application of skills. Teachers may assess student's work based upon its quality, its quantity, student's application of skills, and their originality. A student's achievement level mark is intended to be an objective measurement of skills and knowledge. Please note, that many standards at the beginning of the year will be continually revisited to support students. As a result, the first progress report may likely have lower scores that improve throughout the school year as students are more explicitly instructed in those areas.

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### **What is the DRA and what does the score mean?**

DRA stands for Developmental Reading Assessment. Students read a short passage, give a summary and answer questions showing their understanding. Scores are compiled and reported with a level (the difficulty of the passage), accuracy (the amount of words read properly), comprehension (their understanding of the passage) and fluency (the rate and flow of the oral reading). There are benchmarks and expectations for each grade level for expected performance. Students are assessed three times a year. Once students reach a level 28 (about the start of 3<sup>rd</sup> grade) students' responses must be in written form. Once the appropriate independent reading level has been determined, it is easier for students to determine their just right books. Since students make great strides during the year, they may be assessed more than three times a year by their teacher using the DRA.

[For a complete list of all levels and how it correlates to our book leveling system \(dot colors\), please follow this link.](#)

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### **What do the standards mean?**

Our Academic Specialists have put together a document that explains each standard in more familiar language. [Follow this link to get to the appropriate grade level document.](#)

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### **Why would my child have a blank area on the progress report?**

Different standards are assessed at different points in the year. If the area is blank, it is likely because:

- the teacher has not yet introduced the standard
- the teacher has not measured student progress toward meeting the standard
- the standard was taught and assessed in a previous trimester.



These situations may occur because the entire curriculum cannot be taught at once. While some learning standards will be addressed throughout the entire year, others will be phased in (and out) as the school year progresses.

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### **What future improvements are being planned?**

We continue to revise our progress reports. While we have had a successful implementation over the past few years and are appreciative of the support we've received from staff and parents to improve our progress reports, the changing nature of education and the way children learn means we need to adapt our reporting system. For 2017 – 2018, we have revised the progress reports by eliminating some of the standards that we report on Language Arts and Mathematics as they are either not relevant or have been combined with other standards so we can measure mastery in a more authentic manner.

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### **Will teacher's comments be included on the progress report?**

Yes – each marking period, classroom teachers will write more detailed comments.

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### **Will work habits be included on the progress report?**

Yes. While work habits are included, they are not standards based (i.e. not associated with specific assignments.) Instead, it is an overall score determined by the classroom teacher.

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### **What do the progress reports look like?**

[Please follow this link.](#)

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### **What are some key terms that may be helpful for parents to understand?**

*Assessment* – The ongoing process of gathering data or giving feedback about a student's performance in order to determine strengths and weaknesses, improve instruction, and document student progress.

*Benchmark* – A reachable target for student learning at various points of the year, as defined by samples of student work.

*Rubric* – A tool used to assess a student's performance on a specific task or assignment. A rubric identifies pre-determined criteria used to evaluate the degree to which standards have been met.



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*Standard* – A statement that identifies what all public school students should know and be able to do. Many of the standards are based on the Common Core State Standards. [These can be viewed online by following this link.](#)

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