



An Overview of the Wissahickon School District Elementary Progress Report

The Wissahickon School District elementary curriculum is aligned to the Pennsylvania Core and Academic Standards, and as a result, we utilize a Standards-Based Reporting system for elementary students. The PA Standards are specific learning goals designed to provide *year-end targets* for *all* students. To learn more about the PA Core and Academic Standards and the specific content and skills for each grade level, you are encouraged to visit the Pennsylvania Department of Education website: www.pdesas.org/Standard/PACore.

Over the course of each trimester, our teachers assess student performance using a variety of measures. Some of these include performance tasks, classwork assignments, journals, portfolios, as well as a range of formative and summative assessments that show evidence of student work over time. One of the purposes of a Standards-Based Reporting system is to provide specific, detailed information to parents and guardians regarding the progress their child is making toward a *year-end defined learning standard* as set forth by specific grade level content and skills.

The progress report provides parents/guardians information in three program areas: qualities of a learner, academic achievement, and encore subjects. Each has its own performance continuum as indicated below.

Qualities of a Learner

- M: **Meeting Expectations:** The student consistently and independently demonstrates grade level expectations for learning behaviors.
- A: **Approaching Expectations:** The student sometimes demonstrates grade level expectations for learning behaviors.
- B: **Beginning Expectations:** The student is not yet demonstrating grade level expectations for learning behaviors.

Academic Achievement

- E: **Exceeding Expectations:** The student independently and consistently demonstrates a thorough understanding beyond the expectations for the grade level year-end Pennsylvania Core Standards. Student performance requires little to no teacher support and guidance.
- M: **Meeting Expectations:** The student demonstrates a satisfactory understanding of the expectations for the grade level year-end Pennsylvania Core Standards. Student performance requires minimal teacher support and guidance.
- A: **Approaching Expectations:** The student demonstrates a partial understanding of the expectations for the grade level year-end Pennsylvania Core Standards. Student performance requires teacher support and guidance.
- B: **Beginning Expectations:** The student struggles to demonstrate an adequate understanding of the expectations for the grade level year-end Pennsylvania Core Standards. Student performance is often inconsistent even with teacher support and guidance.
- NE: **Not Evident:** The student demonstrates a lack of readiness for the expectations of the grade level year-end Pennsylvania Core and Academic Standards. Student performance is measured through an alternative report of progress monitoring.

Encore Subject Areas

- E: **Exceeding Expectations**
- M: **Meeting Expectations**
- A: **Approaching Expectations**
- B: **Beginning Expectations**

Parents and Guardians with questions about their child's progress report or overall performance toward meeting the year-end performance standards are encouraged to confer with their child's teacher.