

TEACHER COMMENTS AND REQUEST FOR CONFERENCE

In the space provided, the teacher may have a comment regarding your child's strengths and weaknesses, progress, problems, and effort. If a conference is requested by your child's teacher, a check will appear in the "Conference Requested" box on the back left panel of the Report of Student Achievement.

If your child is not succeeding at the assigned grade level, the parent/guardian should receive notification. If your child receives a failure notice, a remediation plan will be developed with your input. The purpose of the plan is to improve student achievement. For each reporting period, the teacher will indicate in the comments section the date the failure warning was sent and the subject.

PARENT OR GUARDIAN COMMENTS AND REQUEST FOR CONFERENCE

Parents also have the opportunity to request conferences with teachers to discuss their child's progress. Please check the box marked "Conference Requested" to schedule a meeting.

NEXT ASSIGNMENT

At the end of the school year, be sure to check the boxes on the back center panel of the Report of Student Achievement. A (✓) in the box to the left at the very bottom means that your child will be required to attend a Chicago Summer School Program for grades 3, 6, or 8.



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PARENT GUIDE TO THE REPORT OF STUDENT ACHIEVEMENT

2009-2010

Grades 1-8

EDUCATE • INSPIRE • TRANSFORM

PARENT GUIDE

The Chicago Public Schools *Report of Student Achievement, Grades 1-8* is meant to reflect your child's progress in mastering the Illinois Learning Standards as part of a standards-based curriculum. The Standards define what students in all public schools across the state should know and be able to do at each grade level.

Your child's report card provides you information on how your child is progressing towards meeting the standards for his/her grade level. Students will receive additional support at school in order to meet the standards, if needed.

You can help ensure your child's academic success by:

- Reading to your child or making sure that your child reads every day.
- Practicing Mathematics every day.
- Making sure that your child arrives to school on time every day.
- Checking to see that all homework assignments have been completed.
- Staying informed. If you have questions regarding your child's academic progress, contact his/her teacher.

For more information on ways in which you can help your child, visit the Chicago Public Schools Website at www.cps.edu.

REPORTING PERIODS

Your child receives grades at the end of each of four reporting periods (three reporting periods in multi-track year-round schools). You are responsible for picking up the Report of Student Achievement from your child's teacher at the end of the first and third reporting periods (first and second reporting periods in multi-track year-round schools). Your child is responsible for bringing the report home at the end of the second and fourth reporting periods (third reporting period in multi-track year-round schools).

GROWTH IN KNOWLEDGE AND SKILLS

The Report of Student Achievement reflects what your child knows and is able to do to meet the standards. The grading codes **A, B, C, D,** and **F** reflect your child's progress toward meeting the Illinois Learning Standards for Language Arts (Reading, Writing, Listening, Speaking, and Research Skills), Mathematics, Science, Social Science, Art, Music, Health and Physical Education. Letter grades may also be given for Library Science and Learning Technology. Due to variety in CPS library programs based upon school-determined scheduling, staffing and teaching models, library grades may be reflected by a letter grade, Pass/Fail (P or F), or no grade (""). Librarians teach collaboratively with other school faculty and align their instruction with both the Illinois Learning Standards and the national Standards for the 21st Century Learner.

The meanings of the grade codes are as follows:

- A** Substantially exceeds the standard
- B** Exceeds the standard
- C** Meets the standard
- D** Less than acceptable performance on the standard
- F** Does not meet the standard
- / Indicates an area not to be graded at this time

A (✓) in the shaded area of Literacy or Mathematics means that your child needs improvement in this area.

Teachers consider the following when assigning grades:

- Quality of work
- Class participation
- Achievement data
- Application of what is learned
- Homework
- Completion of assignments

Effort, attitude and discipline are **not** included in the grade. These factors are addressed in the sections under "Growth in Habits and Attitudes."

Students who receive reading instruction in English receive a reading grade in the section marked "Chicago Reading Framework Reading in the English Language Standards."

The last row in the reading standard reports the number of books read by your child for each reporting period. Our goal is for each child to read more frequently and with greater skill by increasing the time he/she spends reading. The expectation is for each student to read at least 100 minutes each week or approximately 20-30 minutes per day. Each student should read at least 25 books each school year.

The "final" grade in each subject area is the average of the grades received during all reporting periods. This is the grade recorded on your child's permanent record. Teacher names appear on the grades 1-8 report card to distinguish the teacher of record and instruction for Language Arts, Math, Science and Social Science. The names appear in a format displaying the teacher's first initial and last name.

STUDENTS WITH DISABILITIES

Students with disabilities should receive grades that reflect the level of work they are capable of completing, consistent with curriculum modifications and accommodations identified in their Individualized Education Program (IEP). This is true regardless of whether your child is receiving services in a general education or a separate class.

If your child's curriculum is significantly modified (e.g., curriculum standards are modified to the extent that your child is not expected to meet the essential elements of the core curriculum), the standard on the report card will be followed by (*) to note a significantly modified curriculum.

In accordance with current federal regulations, you will receive the *Report of Student Achievement and Effort IEP/504 Supplement*. This report is a description of your child's progress toward attainment of IEP benchmarks/goals.

ENGLISH LANGUAGE LEARNERS

English Language Learners (ELLs) receive both letter grades and English language proficiency rating scores each marking period in separate sections of the report card.

Your child's growth in the "Knowledge and Skills" for each academic subject area as outlined in the *Illinois Learning Standards* is indicated as a letter grade on the report card in the left side panel. In this same section, your child's teacher will identify whether your child receives literacy instruction in the English language and/or the native language.

Your child's progress toward meeting the *Illinois English Language Proficiency Standards* and successfully communicating for social and instructional purposes and the development of academic language in the subject areas of language arts, mathematics, science and social studies is indicated in the overall numeric rating which appears in the center panel. Each of the five (5) English language proficiency standards encompasses four (4) language domains: listening, speaking, reading and writing. At the end of each marking period, an ELL receives an overall English Language Proficiency Development numeric rating of 1 to 6 to reflect progress towards meeting the English language proficiency standards for each language domain.†

The English language proficiency numeric rating is as follows:

Numeric Rating	Proficiency Development† Student can produce:
1 - Entering	Words, phrases or chunks of language
2 - Beginning	Phrases or short sentences with general language from content area
3 - Developing	Expanded sentences in oral interaction or written paragraphs with some specific language from content area
4 - Expanding	Some variety of sentence lengths of varying linguistic complexity with some specific and technical language from content area
5 - Bridging	Language approaching comparability to that of English proficient peers at grade level
6 - Reaching	Specialized or technical language reflective of the content areas at grade level

†Performance definitions available at http://www.isbe.net/bilingual/pdfs/elps_framework.pdf

A (✓) indicates if your child is identified as an ELL and enrolled in a Transitional Bilingual Education (TBE) Program or Transitional Program of Instruction (TPI). TBE programs are required at schools with enrollment of 20 or more ELLs of the same non-English language background. TPI programs are established at schools with enrollment of 19 or fewer ELLs of the same non-English language background.

A (✓) in one of the boxes numbered 0 through 10 indicates your child's Program Year. The Program Year reflects the number of years, excluding preschool and kindergarten, your child has been receiving services in the TBE or TPI program.

A (✓) indicates the month and year your child has met the criteria for transition to the general program of instruction.

WORLD LANGUAGE AND/OR DUAL LANGUAGE PROGRAM ENROLLMENT

Students enrolled in either a World Language or Dual Language Program receive a grade in the sections provided for World Language Standards or Dual Language. The language of instruction appears on the appropriate line.

GROWTH IN HABITS AND ATTITUDES

A student must show progress in work and social habits, character development, and health and safety habits to gain the greatest benefit from the school program. A (✓) means that your child's habits in that area need to improve.

ATTENDANCE

Regular attendance and promptness promote success in school. For each reporting period, the teacher records the total number of days absent, the number of unexcused days absent and times tardy (late to school). For each absence and tardy, you must send the teacher a dated and signed note, otherwise it will be recorded as an unexcused absence. Nine or more unexcused absences lead to non-promotion in benchmark grades 3, 6 and 8. Absences can be excused for the following reasons: student illness, family emergency, observation of a religious holiday, death in the immediate family and circumstances related to a student's health or safety. For more information you can access the Elementary School Promotion Policy on the CPS Website at (<http://www.cps.edu/Pages/Gettingtothenextgrade.aspx>).