

Information is provided to indicate whether the student is on track to meet end-of-year grade level proficiency. Students may receive a "2" mid-year and still be considered on track.

These categories are based on the Colorado Academic Standards and Common Core State Standards in each content area.

Students are evaluated with consistency with regard to the expectation that they demonstrate 21st century skills.

This note reminds families that the EPR reflects progress toward end-of-year standards.

Learning is a process and students are not expected to demonstrate proficiency (3+) until the end of the school year.

Elementary Progress Report

Englewood Schools: Grade 3 at Bishop Elementary
Date: 1/7/15

Student: Test, Mason NMN

Teacher:

English Language Arts	S1	S2
Reading: Literature		
Reading: Informational Text		
Reading: Foundational Skills		
Writing: Informative		
Writing: Narrative		
Writing: Opinion		
Speaking and Listening		
Language		
On track to meet end-of-year grade level READING requirements		
On track to meet end-of-year grade level WRITING requirements		

Mathematics	S1	S2
Operations and Algebraic Thinking		
Number and Operations in Base Ten		
Number and Operations - Fractions		
Measurement and Data		
Geometry		
On track to meet end-of-year grade level requirements		

Science	S1	S2
Physical Science		
Life Science		
Earth Science		

Social Studies	S1	S2
History		
Geography		
Economics		
Civics		

21st Century Skills (see key below)	S1	S2
Critical Thinking and Reasoning		
Information Literacy		
Collaboration		
Self-Direction		
Invention		

21st Century Skills KEY	
+ Consistently and independently displayed	
/ Consistently displayed with support	
- Inconsistently displayed/needs more support	

NOTE: Scores reflect progress toward end of the year grade level standards - see SCORING CRITERIA.

*Goals modified to accommodate individual student plan.

Reporting Period	S1	S2
Days in Semester	0	
Days Absent	0	
Days Tardy	0	
Progress affected by attendance		

Art	S1	S2
Observe and Learn to Comprehend		
Envision and Critique to Reflect		
Invent and Discover to Create		
Relate and Connect to Transfer		

Music	S1	S2
Expression		
Creation		
Theory		
Aesthetic Valuation		

Physical Education	S1	S2
Movement Competence/Understanding		
Physical and Personal Wellness		
Emotional and Social Wellness		

SCORING CRITERIA

Score 4: The student consistently demonstrates sophisticated application of the content standard that is well beyond end-of-year grade level expectations.

Score 3.5: The student consistently demonstrates understanding that is above end-of-year grade level expectations.

Score 3: The student consistently demonstrates proficiency on end-of-year expectations. It is expected that all students demonstrate this level of proficiency by the end of the year, however, some students may achieve end-of-year expectations in earlier grading periods.

Score 2.5: The student is approaching end-of-year expectations.

Score 2: The student is not demonstrating proficiency on end-of-year expectations at this time. While this may be an appropriate level in the first or second semester grading period, a "2" received at the end of the year or instruction cycle would indicate that the student is not progressing appropriately.

Score 1.5: The student still needs more time and instruction to achieve end-of-year expectations. A student receiving this score in the first semester may need additional support to achieve end-of-year expectations. The student receiving this score at the end of the year or instruction cycle is well behind end-of-year expectations and may need more intensive support.

Score 1: The student needs a significant level of support to achieve end-of-year expectations. A student receiving this score in any grading period will need more intensive support.

NA: Not covered this semester.

Attendance, absences and tardies for each term are reported here as well and a notation is made as to whether attendance is impacting progress.

The proficiency level for each content area is reported by semester in the boxes. Teachers consider grade level expectations for each standard category when marking the score.

The scoring criteria indicate different levels of student understanding and show student progress toward proficiency.

If an asterisk (*) appears in the EPR, this indicates that the student is working toward modified goals and the goals will be attached to the EPR.