

UPDATED
11.16.15

PARENT GUIDE
TO THE REPORT OF
STUDENT ACHIEVEMENT

2015-2016

Grades 1-8

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.



CITY OF CHICAGO

Rahm Emanuel
Mayor

**BOARD OF EDUCATION
OF THE CITY OF CHICAGO**

Frank M. Clark
President

Jesse H. Ruiz
Vice President

Members:

Mark F. Furlong
Rev. Michael J. Garanzini, S.J.
Dr. Mahalia A. Hines
Dominique Jordan Turner
Gail D. Ward

CHICAGO PUBLIC SCHOOLS

Forrest Claypool
Chief Executive Officer

Dr. Janice K. Jackson
Chief Education Officer

PARENT GUIDE

The Chicago Public Schools *Report of Student Achievement, Grades 1-8* (report card) reflects your child's progress in mastering the new 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.

The 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. 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. Your child is responsible for bringing the report home at the end of the second and fourth reporting periods.

GROWTH IN KNOWLEDGE AND SKILLS

The Report of Student Achievement indicates what your child knows and is able to do to meet the standards. The grading codes **A**, **B**, **C**, **D**, and **F** measure your child's progress toward meeting the new Illinois Learning Standards for Language Arts (Reading, Writing, Listening, Speaking, and Research Skills), Mathematics, Science, Social Science, Art, Music, Health, Physical Education, Library Science and Learning Technology.

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. The goal for each child is 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 per week or approximately 20-30 minutes per day. Each student should read a minimum of 25 books yearly.

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.

DIVERSE LEARNERS

Diverse Learners 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 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 *IEP Report Card*. This report is a description of your child's progress toward attainment of IEP benchmarks/goals.

ENGLISH LEARNERS

In addition to receiving letter grades in the "Growth in Knowledge and Skills" section, English Learners (ELs) receive 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 new 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 English, the native language or both. If a native language is selected, then your child is receiving literacy instruction in the native language. If the section is blank, then your child is receiving literacy instruction in English. If both sections are selected, then your child is receiving instruction in both languages.

Your child's progress toward meeting the *Illinois English Language Development 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 Development Standards encompasses four (4) language domains: Listening, Speaking, Reading and Writing. At the end of each marking period, an EL receives an overall English Language Proficiency Level numeric rating of 1 to 6 to reflect progress towards meeting the English Language Development Standards for each language domain.

The English Language Proficiency numeric ratings are as follows:

Numeric Rating	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.wida.us/standards/eld.aspx#2012>

Enrolled in a TBE/TPI Program

A (✓) indicates whether your child is identified as an EL and enrolled in a Transitional Bilingual Education (TBE) Program or a Transitional Program of Instruction (TPI). TBE programs are required at schools with enrollment of 20 or more ELs of the same language classification. TPI programs are required at schools with enrollment of 19 or fewer ELs of the same language classification.

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 pre-school and kindergarten, your child has been receiving services in a TBE or TPI program.

Transition to General 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 days 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. 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>).