

# Key to Standards-Based Progress Report Levels

**Progress Report Sample.** The actual progress report will look like the sample below. To understand the levels that will be printed where the shaded areas appear, see keys A–G on the right.

| Grade _____  |    |    |  | A |
|--|----|----|--|---|
| Term   |    |    |  |   |
| T1   | T2 | T3 |  |   |
| <b>SCIENCE</b>   |    |    |  | A |
| Scientific Investigation                               |    |    |  |   |
| Physical Science                                       |    |    |  |   |
| Life Science   |    |    |  |   |
| Earth and space science                                |    |    |  |   |
| Nature of science                                      |    |    |  |   |
| <b>CHARACTERISTICS OF SUCCESSFUL LEARNERS</b>          |    |    |  | B |
| Completes class assignments                            |    |    |  |   |
| Completes homework in a timely and satisfactory manner |    |    |  |   |
| Self assesses and sets goals for further learning      |    |    |  |   |
| Takes responsibility for own actions                   |    |    |  |   |
| Follows school, class, and playground rules            |    |    |  |   |
| Shows respect for self and others' ideas and property  |    |    |  | C |
| <b>COMMENTS</b>  |    |    |  |   |
|  |    |    |  |   |
| <b>EFFORT</b>  |    |    |  |   |
| Reading effort   |    |    |  |   |
| Writing effort   |    |    |  |   |
| Social sciences effort                                 |    |    |  | D |
| Mathematics effort                                     |    |    |  |   |
| Science effort   |    |    |  |   |
| <b>READING LEVEL</b>                                   |    |    |  | E |
| Target reading level                                   |    |    |  |   |
| Reading level (English)                                |    |    |  |   |
| Reading level (Spanish)                                |    |    |  | F |
| <b>STATE STANDARDS ACHIEVEMENT</b>                     |    |    |  |   |
| Reading  |    |    |  |   |
| Writing  |    |    |  |   |
| Social Sciences  |    |    |  |   |
| Mathematics  |    |    |  |   |
| Science  |    |    |  | G |
| <b>English Language Development (ELD)</b>              |    |    |  |   |
| Listening  |    |    |  |   |
| Speaking   |    |    |  |   |
| Reading  |    |    |  |   |
| Writing  |    |    |  |   |

| A | Level | Academic Content Area Performance<br><i>(This applies to all content areas—reading, writing, social sciences, science, mathematics, etc. In the sample on the left, science is used as an example.)</i> |
|---|-------|---|
|   | 4     | Exceeds expectations  |
|   | 3     | Meets expectations  |
|   | 2     | Sometimes meets expectations  |
|   | 1     | Below expectations  |
|   | M     | Academic standard modified  |
|   | I     | Individualized plan   |
|   | N/A   | Not assessed at this time   |

| C | Comments   |
|---|--|
|   | If your child's teacher wishes to include written comments, they will appear here. |

| D | Level              | Effort                       |
|---|--------------------|------------------------------|
|   | 4                  | Exceeds expectations         |
|   | 3                  | Meets expectations           |
|   | 2                  | Sometimes meets expectations |
| 1 | Below expectations |                              |

| F   | Level                     | End-of-Year Academic Content Area Performance—by State Standards |
|-----|---------------------------|--|
|     | A                         | Advanced   |
|     | P                         | Proficient   |
|     | PP                        | Partially Proficient   |
|     | U                         | Unsatisfactory   |
|     | M                         | Academic standard modified                                       |
|     | I                         | Individualized Plan  |
| N/A | Not assessed at this time |  |

A translation of the content of the standards-based progress report can be found on the back of this sheet.

| B | Level | Characteristics of Successful Learners |
|---|-------|--|
|   | 4     | Exceeds expectations                   |
|   | 3     | Meets expectations                     |
|   | 2     | Sometimes meets expectations           |
|   | 1     | Below expectations                     |

| E   | Level       | Reading     |
|-----|-------------|-------------|
|     | ABL         | Above Level |
|     | ATL         | At Level    |
| BEL | Below Level |             |

| G | Level | English Language Development |
|---|-------|------------------------------|
|   | A     | Advanced                     |
|   | I     | Intermediate                 |
|   | B     | Beginning                    |

Only students receiving English Language Acquisition (ELA) services will have marks in the ELD section.

# DENVER PUBLIC SCHOOLS SCHOOL DISTRICT REPORT CARD

Student \_\_\_\_\_  
 Student ID \_\_\_\_\_  
 School \_\_\_\_\_  
 Teacher \_\_\_\_\_

| ATTENDANCE    |    |    |    |
|---------------|----|----|----|
| Term          | T1 | T2 | T3 |
| Days Present  |    |    |    |
| Days Absent   |    |    |    |
| Periods Tardy |    |    |    |

| GRADE _____   |      |    |    |
|---|------|----|----|
|   | Term |    |    |
|   | T1   | T2 | T3 |
| <b>READING</b>  |      |    |    |
| Reads and understands a variety of materials  |      |    |    |
| Applies thinking skills to reading, writing, speaking, listening, and viewing                         |      |    |    |
| Locates and uses information from a variety of sources  |      |    |    |
| Reads and recognizes literature as a record of human experience                                       |      |    |    |
| <b>WRITING</b>  |      |    |    |
| Writes and speaks for a variety of purposes and audiences   |      |    |    |
| Writes and uses correct grammar, usage, sentence structure, punctuation, capitalization, and spelling |      |    |    |
| <b>SOCIAL SCIENCES</b>  |      |    |    |
| Civics (kindergarten, grades 1, 2, 3, 4, 5)   |      |    |    |
| Economics (kindergarten, grades 1, 2)   |      |    |    |
| Geography (kindergarten, grades 1, 2, 3)  |      |    |    |
| History (grades 3, 4, 5)  |      |    |    |
| <b>MATHEMATICS</b>  |      |    |    |
| Number sense  |      |    |    |
| Algebraic thinking  |      |    |    |
| Data and probability  |      |    |    |
| Geometry  |      |    |    |
| Measurement   |      |    |    |
| Computation   |      |    |    |
| <b>SCIENCE</b>  |      |    |    |
| Scientific Investigation  |      |    |    |
| Physical Science  |      |    |    |
| Life Science  |      |    |    |
| Earth and space science   |      |    |    |
| Nature of science   |      |    |    |

| CHARACTERISTICS OF SUCCESSFUL LEARNERS                 |  |  |  |
|--|--|--|--|
| Completes class assignments                            |  |  |  |
| Completes homework in a timely and satisfactory manner |  |  |  |
| Self assesses and sets goals for further learning      |  |  |  |
| Takes responsibility for own actions                   |  |  |  |
| Follows school, class, and playground rules            |  |  |  |
| Shows respect for self and others' ideas and property  |  |  |  |
| <b>COMMENTS</b>  |  |  |  |
|  |  |  |  |
| <b>EFFORT</b>  |  |  |  |
| Reading effort   |  |  |  |
| Writing effort   |  |  |  |
| Social sciences effort                                 |  |  |  |
| Mathematics effort                                     |  |  |  |
| Science effort   |  |  |  |
| <b>READING LEVEL</b>                                   |  |  |  |
| Target reading level                                   |  |  |  |
| Reading level (English)                                |  |  |  |
| Reading level (Spanish)                                |  |  |  |
| <b>STATE STANDARDS ACHIEVEMENT</b>                     |  |  |  |
| Reading  |  |  |  |
| Writing  |  |  |  |
| Social Sciences  |  |  |  |
| Mathematics  |  |  |  |
| Science  |  |  |  |
| <b>English Language Development (ELD)</b>              |  |  |  |
| Listening  |  |  |  |
| Speaking   |  |  |  |
| Reading  |  |  |  |
| Writing  |  |  |  |

**NOTES:**

Only students receiving English Language Acquisition (ELA) services will have marks in the ELD section.

If no mark appears for any of the courses in the specials section, your child is not enrolled in that class.

| GRADE _____ SPECIALS                              |      |    |    |
|---|------|----|----|
|   | Term |    |    |
|   | T1   | T2 | T3 |
| <b>DANCE</b>                                      |      |    |    |
| Skills/knowledge                                  |      |    |    |
| Performance/choreography                          |      |    |    |
| <b>LIBRARY AND INFORMATION LITERACY</b>           |      |    |    |
| Uses information responsibly                      |      |    |    |
| Researches and evaluates information              |      |    |    |
| <b>TECHNOLOGY</b>                                 |      |    |    |
| Uses technology effectively                       |      |    |    |
| Produces quality work                             |      |    |    |
| <b>MUSIC</b>                                      |      |    |    |
| Music Performance                                 |      |    |    |
| Music Literacy                                    |      |    |    |
| Music Analysis/Composition                        |      |    |    |
| <b>PHYSICAL EDUCATION</b>                         |      |    |    |
| Skills in physical activity and fitness           |      |    |    |
| Knowledge of physical activity and fitness        |      |    |    |
| <b>THEATER</b>                                    |      |    |    |
| Acting and design skills                          |      |    |    |
| Performance analysis                              |      |    |    |
| <b>VISUAL ARTS</b>                                |      |    |    |
| Evidence of growth in understanding art processes |      |    |    |
| Creates art and uses it to communicate            |      |    |    |
| <b>WORLD LANGUAGES</b>                            |      |    |    |
| Communication skills                              |      |    |    |
| Listening   |      |    |    |
| Reading   |      |    |    |
| Speaking  |      |    |    |
| Writing   |      |    |    |
| Knowledge of other cultures                       |      |    |    |
| <b>SPECIALS EFFORT</b>                            |      |    |    |
| Dance effort                                      |      |    |    |
| Theater effort                                    |      |    |    |
| Visual arts effort                                |      |    |    |
| Library and information literacy effort           |      |    |    |
| Physical education effort                         |      |    |    |
| Technology  |      |    |    |