

**Progress Reporting and Marking**

It is essential that parents/guardians be regularly and fully informed of their children's progress in school. The school will report *every six weeks* a pupil's progress to the student and to his/her parent or guardian. The report will be clear, concise, and accurate; and will provide a basis of understanding among teachers, parents/guardians, and students for the benefit of the individual pupil. The school board directs the administration to develop progress reports in accordance with this policy. Reporting will occur *every six weeks*.

In the case of Middle Tier Students, teachers will work with students and their learning advisors to create Learner Recovery Plans in the event that those students fall behind. Teachers will notify parents and learning advisors will provide parents a copy of the Learner Recovery Plan.

The superintendent and the building principal, in consultation with appropriate staff, will develop a reporting system that reflects appropriate developmental competencies. The reporting system will be approved by the school board and published in the parent-student handbook. Progress decisions shall be made by classroom teachers using documented evidence of skill and knowledge development.

Individual progress is assessed in two areas (Comprehension and Performance) and categorized by four levels: Beginning, Developing, Proficient, and Advanced. These levels are defined as:

- **B - Comprehension** Performance Moving Forward B Beginning Content and skills within this learning outcome are newly introduced. Performance is characterized by attempts to try new skills with partial success. More exposure to the material, direct instruction and modeling are required to further develop learner's understanding of content and skills. Learner demonstrates limited understanding at this time. Performance is inconsistent even with support, guidance, and modifications.
- **D - Developing** Learner demonstrates general understanding of content and skills within this learning outcome. Performance is characterized by the ability to apply the skills with inconsistent success. Support, guidance and continued direct instruction are required to reinforce learner's application of content and skills. Continued reinforcement is required to move toward mastery. Performance varies in consistency with regard to accuracy and quality.
- **P - Proficient** The learner demonstrates a complete and thorough understanding of the content and skills within this learning outcome. Performance is characterized by the ability to apply the skills with consistent accuracy, quality, and independence. The learner demonstrates sound thinking and independent application of the skills within this learning outcome and is ready for new content and skills to be introduced.
- **A – Advanced** The learner demonstrates a complete and thorough understanding of the content and skills within this learning outcome. Performance is characterized by the ability to apply the skills/knowledge to new learning and or unique situations using complex reasoning. The learner initiates learning and application of skills/knowledge in new situations.

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