

Q. What if my child receives a 3 in the first quarter?

The 3 indicates mastery of the standard. There are numerous benchmarks, skills and concepts covered within each standard. There are multiple standards within each subject. There may be other standards for the subject that are at a 2 and need focused instruction. For students who achieve a 3, the teacher will provide additional instruction for deeper and broader understanding to assure that they continue to grow and progress academically.

Q. What if my child is falling behind the standard?

If your child is not making adequate progress toward grade level standards, a response to intervention (RtI) approach including individualized instruction will be implemented to support the student’s progress toward mastery of the standards.

Q. How will honor roll and student success celebrations be handled?

Celebrating student success is a school-based decision. Many schools already have a way to honor student success.

Q. How do I discuss Standard-based Progress Report with my child?

Parents and teachers should set goals with the child and together work on skills that support mastery of identified learning standards. Student led-conferences provide an opportunity to have these conversations.

This report has been prepared by The District School Board of Collier County.
Additional copies, if available, may be obtained by writing:
The District School Board of Collier County
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Executive Director, Elementary Programs
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VISION STATEMENT

All students will complete school prepared for ongoing learning as well as community and global responsibilities.

For questions or complaints (adults) regarding the Educational Equity Act, Title IX, Section 504 (Rehabilitation Act), or the Americans with Disabilities Act, contact Allun Hamblett, Deputy Chief Administrative Officer/District, (239) 377-0351. For questions or complaints (students) regarding the Educational Equity Act, Title IX, or The Age Discrimination Act of 1975, contact Dr. Diedra Landrum, Coordinator or School Counseling/Elementary, (239) 377-0517. For questions or complaints (students) regarding Section 504 (Rehabilitation Act) and the Americans with Disabilities Act, contact Gina White, Coordinator, Psychological Services, (239) 377-0521. The address for the above contacts is: The District School Board of Collier County, 5775 Osceola Trail, Naples, FL 34109.

A Parent Guide to Elementary Standards-based Progress Reports



The purpose for grading and reporting is to communicate to parents what a student knows and is able to do as a result of learning. Progress is measured based upon the individual student's performance of identified learning standards.



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Gary L. Brown
Interim Superintendent of Schools

The District School Board of Collier County

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Q. What are Standards?

Standards are what students should know and be able to do at the end of each grade. Florida adopted the Sunshine State Standards in 1996, and revised in 2008, to set expectations for student learning and provide for greater accountability for student achievement. You may view the Sunshine State Standards at our district website www.collierschools.com or through the Florida Department of Education website <http://www.fldoe.org/bii/curriculum/ss>.

Q. What is a Standards-based Progress Report?

A Standards-based Progress Report provides detailed information on how well your child is progressing toward mastery of year-end standards in each subject area. This progress report reflects the Florida Sunshine State Standards and lists what the learning expectations are for your child. A Standards-based Progress Report differs from a traditional card in two ways:

- what it measures,
- how it reports progress.

The progress report lists year-end power standards for each subject area and shows student progress. Not all Sunshine State Standards that are taught are reported on the progress report. At the end of each grading period, the teacher will indicate your child's performance level in meeting the year-end standards.

Q. What does the new progress report tell parents?

The new progress report:

- identifies the learning standards to be met at the end of each grade level.
- provides specific information about your child's progress in meeting the year-end standard.
- shows areas for continued growth.

Q. How does the Standard-based Progress Report compare with traditional grades?

The Standards-based Progress Report uses a three point scale. The 3, 2, 1 scale replaces traditional grades and indicates the student's most recent performance level toward meeting the year-end standard.

On the performance scale a:

- 3** indicates the student has mastered the year-end standard and performance is strong and consistent.
- 2** indicates the student is making adequate progress toward mastery of the year-end standard but has not yet mastered the learning standard completely and consistently.
- 1** indicates the child is not meeting the year-end standard and progress is below grade level expectations at the time of the assessment.

Q. Do I need to be concerned if my child is receiving a 2?

Receiving a 2 should not cause concern during the school year. The progress report provides multiple standards in a subject area, thereby giving an overall performance of a student's progress. This reporting provides information on areas of strengths and areas where a student needs more support. If a student receives a 2, it means the student is making appropriate progress toward meeting the year-end standard. During the second and third grading periods, the teacher will indicate if a student is on track to meet the year-end standards. A student is considered for retention if they are not meeting grade level expectations in reading or a combination of two other subject areas. If the child scores a 1 on the FCAT reading in third grade the student will be considered for retention. Students who are not meeting grade level standards but are not a year behind may be recommended for promotion with remediation.