



6510 NW 62nd Ave • P.O. Box 10 • Johnston, IA 50131 • [515] 278-0470 • www.johnstoncsd.org
Superintendent: Laura Kacer

November 2021

Dear Families,

This letter provides information to help families understand elementary progress reports.

Our K-5 progress report utilizes the markings of B (Beginning), P (Progressing), M (Meeting), and NA (Not Assessed) for all content areas. It is important to remember that the reporting tool will be marked to indicate your child's current, independent proficiency in relation to grade-level expectations at the end-of-the-year. *On the reverse side of this letter, you will find the full listing of descriptors used on the progress report.*

In order to determine your child's current level of proficiency, teachers collect a body of evidence which includes but is not limited to, observations, benchmarking, paper-pencil assessments, entrance and exit tickets, projects, and other examples. Proficiency levels are determined using 3-5 multiple data points closest to the reporting period rather than a percentage or an average. This allows an accurate report of a student's current learning.

Thank you for your partnership in your child's education! You are instrumental in supporting growth.

Sincerely,

Dr. Nikki Roorda, Associate Superintendent of Teaching & Learning

Michelle Crannell, Elementary Teaching & Learning Coordinator

Dr. Jyll Johnson Miner, CTE/Related Arts Postsecondary Education Learning Coordinator



COMMUNITY SCHOOL DISTRICT

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What do the Academic Performance Levels Indicate on the Progress Report?

Meeting

- The student has met all end of the year standard/benchmark expectations with independence.
 - For example: The student demonstrates all the foundational knowledge and all of the complex knowledge of the standards with no major errors or omissions.

Progressing

- The student is on track to meet the end of the year standards/benchmark expectations and/or limited instructional time has been devoted to this standard
 - For example: The student is successful with the foundational content of the standards/benchmarks with no major errors or omissions

Beginning

- The student is far from meeting the end of the year standards/benchmark expectations and/or limited instructional time has been devoted to this standard
 - For example: Even with assistance, the student has a limited understanding of some of the simpler details and processes of the standards/benchmarks

NA (Not Assessed)

- Instruction around the standard has begun, yet there is not enough evidence to determine the student's current level of proficiency.

OR

- Instruction has not yet occurred for the particular standard.

What Will This Look Like on the Progress Report?

Academic Performance Level	Score
Meeting Grade Level End of Year Expectations	M
Progressing Toward End of Year Grade Level Expectations	P
Beginning Towards End of Year Grade Level Expectations	B
Not Assessed	NA



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