

Name: \_\_\_\_\_  
Year: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Teacher: \_\_\_\_\_



Dear Explorer Elementary Charter School Parents,

One of our most important commitments is to help you and your child understand how educational growth is measured in our school. This report has been developed to assist you to better understand your child's progress. It is one of the many ways that we communicate with parents and students.

This progress report, based on your child's performance, includes specific descriptors which provide an assessment of your child's knowledge, skills and attitudes as appropriate to her/his developmental level. You must remember that growth and mastery proceed at an individual pace. Whenever possible, students move through our curriculum and are assessed according to their own measured abilities and achievements rather than being compared to other students.

We have developed rubrics in several subject areas that guide us when we assess the students. A rubric provides a structure that helps us understand how best to support your child's progress both socially and academically.

Whereas this report is based on rubric assessments, they are aligned with specific standards of education addressed within each content area. The first progress report is sent mid-year and the final report at the end of the school year. The initial Parent/Teacher conference will include conference notes and goals rather than a formal report.

If at any time you have a question about your child's progress or classroom, please make an appointment with your child's teacher. The education of your child is an important parent/school partnership. We appreciate your interest and support in your child's growth.

Sincerely,

The Faculty of Explorer Elementary Charter School



**HANDWRITING**

4 Exceeds Standard  
2 Developing

3 Meets Standard  
1 Below Standard

MID YEAR:

END YEAR:

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**EFFORT:**

E Excellent  
D Developing

S Satisfactory  
N Needs Improvement

MID YEAR:

END YEAR:

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**MATHEMATICS** (see assessment rubric)

4 Exceeds Standard  
2 Developing

3 Meets Standard  
1 Below Standard

MID YEAR:

END YEAR:

	MID YEAR:	END YEAR:
Addition		
Subtraction		
Number and pattern		
Place Value		
Time		
Money		
Measurement		
Fractions		
Geometry		
Tables/Charts/Graphs		

**UNDERSTANDING / CONCEPT DEVELOPMENT:**

MID YEAR:

END YEAR:

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**STRATEGIES / PROBLEM SOLVING:**

MID YEAR:

END YEAR:

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**COMMUNICATION:**

MID YEAR:

END YEAR:

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**EFFORT:**

E Excellent  
D Developing

S Satisfactory  
N Needs Improvement

MID YEAR:

END YEAR:

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**SCIENCE**

E Excellent  
D Developing

S Satisfactory  
N Needs Improvement

MID YEAR:

END YEAR:

	MID YEAR:	END YEAR:
Follows Directions		
Shows Understanding of Scientific Concepts		
Works Well With Others During Investigations		
Makes Appropriate Choices With Time and Materials		

**SOCIAL DEVELOPMENT**

4 – Exceeds Standard  
2 – Developing

3 – Meets Standard  
1 – Below Standard

**Relationship Skills**

Mid Year: End Year:

	Mid Year:	End Year:
Works Well in Groups		
Demonstrates Self Control		
Establishes Friendships		
Accepts Responsibility for Actions		
Plays Cooperatively		
Accepts Teacher Direction		
Respects & Understands Rights/Feelings of Others		
Respects Property of Others		
Problem Solves Conflicts Appropriately		

**Personal Development**

Mid Year: End Year:

	Mid Year:	End Year:
Makes Appropriate Choices		
Follows Through on Task		
Is Self-Directed / Independent		
Seeks Help When Needed		
Organizes Work & Belongings		
Completes Work On Time		
Completes Homework		
Begins Work Promptly		
Focuses on Task		
Ability to Transition		
Adapts to Change		
Shows Confidence		
Takes Pride in Work		
Takes Risks		
Challenges Oneself		
Is Flexible		

**ART**

E Excellent  
D Developing

S Satisfactory  
N Needs Improvement

MID YEAR:

END YEAR:

	Mid Year:	End Year:
Works Well With Others		
Follows Directions		
Uses Time Wisely		
Respects Materials & Environment		
Puts Forth Best Effort		
Applies Artistic Concepts & Techniques		

**PHYSICAL EDUCATION**

E Excellent  
D Developing

S Satisfactory  
N Needs Improvement

MID YEAR:

END YEAR:

	Mid Year:	End Year:
Positive & Supportive Attitude		
Preparation for PE / Shoes & Attire		
Follows Directions		
Teamwork/Sportsmanship		

## RUBRICS / PRIMARY 1-2

<b>READING RUBRIC</b> Grades 1-2	<b>4</b> Exceeds Standard	<b>3</b> Meets Standard	<b>2</b> Developing	<b>1</b> Below Standard
<b>Decoding</b>	Reads above grade level text	Reads grade level text	Reads below grade level	Reads text 2 or more grade levels below
<b>Fluency</b>	Reads above grade level text smoothly with expression & intonation	Reads grade level text smoothly with expression & intonation	Some difficulty reading grade level text smoothly  Lacks expression & intonation  Little if any attention to punctuation	Reads word by word or syllable by syllable  Lacks expression or intonation  Little if any attention to punctuation
<b>Comprehension</b>	Understands above grade level text, makes inferences & uses text to support ideas  Uses a wide range of strategies to deal with difficult text	Understands grade level text, makes inferences, & uses text to support ideas  Uses some strategies to deal with difficult text	May need help understanding grade level text independently	Needs a great deal of support in understanding grade level text

<b>MATH RUBRIC</b> Grades 1-2	<b>4</b> Exceeds Standard	<b>3</b> Meets Standard	<b>2</b> Developing	<b>1</b> Below Standard
<b>Understanding/ Concept Development</b>	Finds all important parts of problems  Has full understanding of math needed  Uses unusual, creative thinking	Finds most of the important parts of the problems, but less important parts may be missing  Understands most of the math needed	Finds a few of the important parts of the problem  Understands some of the math needed  Mathematical thinking may be unclear  Might miss the main idea	Little understanding of the problems
<b>Strategies / Problem Solving</b>	Shows many ways to solve problems using a variety of strategies such as diagrams, charts, graphs  Experiments, designs, analyzes  Explains more than the problems & is able to make comparisons	Uses some strategies to solve problems  Some ways to show thinking may be missing  May experiment, design or analyze	Attempts to solve problems but chooses incorrect strategies or relies on the same strategy	Does not attempt problem  Uses incorrect strategies
<b>Communication</b>	Explanations are clear & convincing  Uses mathematical language to justify answers  Able to make comparisons as well as give written explanations	Writing & speaking about mathematics is occasionally unclear	Has some trouble expressing mathematical ideas	Explanations are confusing

<b>WRITING RUBRIC</b> Grades 1 - 2	<b>4</b> Exceeds Standard	<b>3</b> Meets Standard	<b>2</b> Developing	<b>1</b> Below Standard
<b>Content</b>	Provides a thoroughly developed piece describing an experience with a logical sequence of events  Includes rich sensory details to describe objects, person, place & experience  Uses above grade level vocabulary  Some evidence of voice	Provides an adequately developed piece describing an experience  Includes some sensory details to describe objects, person, place & experience  Uses grade level vocabulary	Provides limited description of an experience  Limited details	Provides no description of an experience  Lacks details
<b>Organization</b>	Includes a consistent progression of ideas & focus  Includes all of the elements of a story or letter	Includes a logical progression of ideas  Includes many elements of a story or letter  No repetition of ideas	Includes some logical progression of ideas & focus  Includes few elements of a story or letter  Some repetition of ideas	Includes no logical progression of ideas or focus  Includes no elements of a story or letter  Too brief to assess
<b>Mechanics</b>	Writes a paragraph with several complete sentences  Attempts to use more complex sentence structure & sentence variety  No errors in use of punctuation  No errors in capitalization  No spelling errors  No grammatical errors  Neat handwriting	Knowledge of sentence structure is apparent  Few errors in use of punctuation  Few spelling errors  Few errors in capitalization  Few grammatical errors  Prints legibly including proper spacing  Spells grade level words correctly	Some knowledge of sentence structure  Some errors in use of punctuation  Some spelling errors  Some errors in capitalization  Some grammatical errors  Some writing is illegible & lacks consistent spacing  Spells grade level words correctly	Little knowledge of sentence structure  Frequent errors in punctuation  Frequent errors in spelling  Frequent errors in capitalization  Frequent grammatical errors  Writing is illegible & has improper spacing

### **SPEAKING RUBRIC**

#### **2 MEETS STANDARD**

- Competent speaker
- Speaks clearly
- Expresses academic & social ideas in complete sentences
- Takes part in class discussions & stays on topic

#### **1 BELOW STANDARD**

- May be a reluctant speaker
- Needs to work on speaking skills (volume, clarity, eye contact)
- Expresses academic & social ideas with simple phrases
- Rarely contributes to class discussions in a meaningful way

### **LISTENING RUBRIC**

#### **2 MEETS STANDARD**

- Follows oral directions
- Attentive to speaker & the discussion
- Listens to others without interruptions
- Is interactive

#### **1 BELOW STANDARD**

- Has difficulty following directions
- Relies on repetition
- Often inattentive
- Short attention span
- Often interrupts