

THESE HAVE BEEN UPDATED for 09-10

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

# INTERMEDIATE PROGRESS REPORT

Student: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ Year: \_\_\_\_\_

## LANGUAGE ARTS: (see rubric assessment)

<b>READING</b>	
4 Exceeds Standard	3 Meets Standard
2 Developing	1 Below Standard
DECODING:	
MID YEAR:	END YEAR:
_____	_____
FLUENCY:	
MID YEAR:	END YEAR:
_____	_____
COMPREHENSION:	
MID YEAR:	END YEAR:
_____	_____
EFFORT:	
E Excellent	S Satisfactory
D Developing	N Needs Improvement
MID YEAR:	END YEAR:
_____	_____

<b>WRITING</b>	
4 Exceeds Standard	3 Meets Standard
2 Developing	1 Below Standard
CONTENT:	
MID YEAR:	END YEAR:
_____	_____
ORGANIZATION:	
MID YEAR:	END YEAR:
_____	_____
MECHANICS:	
MID YEAR:	END YEAR:
_____	_____
EFFORT:	
E Excellent	S Satisfactory
D Developing	N Needs Improvement
MID YEAR:	END YEAR:
_____	_____

<b>ATTENDANCE</b>	MID YEAR:	END YEAR:
Days Absent:	_____	_____
Tardy:	_____	_____

<b>SPEAKING</b>		
2 Meets Standard	1 Below Standard	
Participates in Discussions	_____	_____
Expresses Ideas Clearly	_____	_____
Expresses Needs Clearly	_____	_____
Labels Feelings	_____	_____
Responds Appropriately	_____	_____
Stays on Topic	_____	_____
Communicates With Sensitivity & Awareness the Needs and Feelings of Others	_____	_____
EFFORT:		
E Excellent	S Satisfactory	
D Developing	N Needs Improvement	
MID YEAR:	END YEAR:	
_____	_____	

<b>LISTENING</b>		
2 Meets Standard	1 Below Standard	
MID YEAR:	END YEAR:	
Follows Oral Directions	_____	_____
Attentive to Speaker and the Discussion	_____	_____
Listens to Others Without Interruptions	_____	_____
Is Interactive	_____	_____
EFFORT:		
E Excellent	S Satisfactory	
D Developing	N Needs Improvement	
MID YEAR:	END YEAR:	
_____	_____	

<b>SOCIAL STUDIES / RESEARCH SKILLS</b>		
4 Exceeds Standard	3 Meets Standard	
2 Developing	1 Below Standard	
MID YEAR:	END YEAR:	
Participates in Class Discussions	_____	_____
Research Skills:	_____	_____
* Takes Notes	_____	_____
* Demonstrates use of Reference Materials	_____	_____
* Analyzes Information	_____	_____
EFFORT:		
E Excellent	S Satisfactory	
D Developing	N Needs Improvement	
MID YEAR:	END YEAR:	
_____	_____	

**MATHEMATICS** (see assessment rubric)

- 4 Exceeds Standard                      3 Meets Standard  
 2 Developing                                1 Below Standard

**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                                      **S** Satisfactory  
**D** Developing                                    **N** Needs Improvement

MID YEAR:                                      END YEAR:

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**SCIENCE**

- E** Excellent                                      **S** Satisfactory  
**D** Developing                                    **N** Needs Improvement

MID YEAR:                                      END YEAR:

Demonstrates Understanding of Scientific Concepts		
Works Well In Groups During Investigations		
Science Journal Shows Best Effort		
Makes Appropriate Choices With Time & Materials		
Follows Directions		

**ART**

- E** Excellent                                      **S** Satisfactory  
**D** Developing                                    **N** Needs Improvement

MID YEAR:                                      END YEAR:

Works Well With Others		
Follows Directions		
Uses Time Wisely		
Respects Materials and Environment		
Applies Artistic Concepts and Techniques		
Puts Forth Best Effort		

**SOCIAL DEVELOPMENT**

- 4 – Exceeds Standard                                      3 – Meets Standard  
 2 – Developing    1 – Below Standard

**Relationship Skills**

**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:**

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		

**PHYSICAL EDUCATION**

- E** Excellent                                      **S** Satisfactory  
**D** Developing                                    **N** Needs Improvement

MID YEAR:                                      END YEAR:

Positive & Supportive Attitude		
Preparation for PE / Shoes & Attire		
Follows Directions		
Teamwork / Sportsmanship		

**RUBRICS - INTERMEDIATE 3-4-5**

Reading Rubric Grades 3,4,5	4 Exceeds Standard	3 Meets Standard	2 Developing	1 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 & demonstrates understanding of above grade level text, makes inferences & uses text to support ideas  Uses a wide range of strategies to deal with difficult text	Understands & demonstrates understanding of 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

Math Rubric Grades 3,4,5	4 Exceeds Standard	3 Meets Standard	2 Developing	1 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 problems  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 strategies	Chooses incorrect strategy or is unsure how to solve the problem  Has trouble showing mathematical ideas
<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 usually clear	Has some trouble expressing mathematical ideas	Explanations are confusing

<p><b>LISTENING RUBRIC</b> 2 MEETS STANDARD</p> <ul style="list-style-type: none"> <li>Follows oral directions</li> <li>Attentive to speaker &amp; the discussion</li> <li>Listens to others without interruptions</li> <li>Is interactive</li> </ul> <p>1 BELOW STANDARD</p> <ul style="list-style-type: none"> <li>Has difficulty following directions</li> <li>Relies on repetition</li> <li>Often inattentive</li> <li>Short attention span</li> <li>Often interrupts</li> </ul>
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Writing Rubric Grades 3,4,5	4 Exceeds Standard	3 Meets Standard	2 Developing	1 Below Standard
<b>Content</b>	Establishes a topic in a clear & engaging way  Writing is fully developed using relevant details  Uses sophisticated & relevant language & vocabulary  Writing has a strong voice & shows originality, liveliness, excitement, humor or surprise  Uses a wide range of techniques to engage the reader  Summarizes important ideas & details in concluding sentence/ paragraph	Presents a topic in a clear way  Writing is fully developed using relevant details  Appropriate grade level vocabulary  Evidence of voice  Uses some techniques to engage the reader  Provides a conclusion that ties the piece together	Presentation of topic may be unclear  Topic may be undeveloped with limited details  May use simple vocabulary  Little evidence of voice  Limited techniques to engage the reader  Provides an undeveloped conclusion	No clear topic is presented  Writing is brief or undeveloped  Limited vocabulary  Lacks techniques to engage the reader  Undeveloped or has no conclusion  Too brief to assess
<b>Organization</b>	The established central idea is presented using details in a logical progression  Paragraph(s) are well developed with a beginning, middle & end  Provides smooth transitions which link sentences & paragraphs in a clear line of thought	The established central idea is presented using details in a logical progression  Paragraph(s) are well developed with a beginning, middle & end  Provides some transitions	Evidence of organizational plan but may lose focus from established central idea  Includes some logical progression of ideas  Paragraph(s) may be undeveloped  Uses few transitions	Writing has little if any connection to established central idea  Includes little or no logical progression of ideas  Uses few, if any, transitions  Too brief to assess
<b>Mechanics</b>	Complex sentence structure & sentence variety  Few, if any, errors in use of punctuation  Punctuation adds to meaning of piece  Includes few, if any, spelling errors  Includes few, if any, grammatical errors  Above grade level usage of conventions  Indents where appropriate	Varied & appropriate sentence structure & sentence variety  Occasional errors in use of punctuation  Occasional errors in use of capitalization  Occasional errors in use of spelling  Few grammatical errors  Indents where appropriate	Simple or repetitive sentence structure  Several errors in use of punctuation  Several errors in use of capitalization  Several errors in use of spelling  Several grammatical errors  These errors may interfere with the reader's understanding of the writing  Improper indentation	Vague & confusing sentence structure that lacks variety  Frequent errors in punctuation  Frequent errors in capitalization  Frequent errors in spelling  Many grammatical errors  These errors interfere with the reader's understanding of the writing  Improper indentation  Writing is illegible & has improper spacing  Too brief to assess

<p><b>SPEAKING RUBRIC</b> 2 MEETS STANDARD</p> <ul style="list-style-type: none"> <li>Competent speaker</li> <li>Speaks clearly</li> <li>Expresses academic &amp; social ideas in complete sentences</li> <li>Takes part in class discussions &amp; stays on topic</li> </ul> <p>1 BELOW STANDARD</p> <ul style="list-style-type: none"> <li>May be a reluctant speaker</li> <li>Needs to work on speaking skills (Volume, clarity, eye contact)</li> <li>Expresses academic &amp; social ideas with simple phrases</li> <li>Rarely contributes to class discussions in a meaningful way</li> </ul>
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