

Assessing Academic Performance and Student Progress

Assessing and reporting student progress and academic performance are important. Assessing student progress takes place regularly, in two ways:

- A variety of formal tests and projects
- A variety of informal assessments, such as: daily observation, checklists, classroom discussions, homework, journals, cooperative learning groups, and reading logs

Assessment information helps to guide and inform a teacher's instruction as s/he strives to meet each student's academic needs.



Grading Scales

ACADEMIC PERFORMANCE KEY	
4	Meets NYS Standards with Distinction
3	Meets NYS Standards
2	Partially Meets NYS Standards
1	Not Meeting NYS Standards

The Academic Performance Key is used to show how a child is performing against standards set forth by New York State. This performance key is used on all the gray fields on the front of the report card.

STUDENT PROGRESS KEY	
E	Exceeds grade level expectations
M	Meets grade level expectations consistently
I	Inconsistently meets grade level expectations
B	Below grade level expectations

The Student Progress Key is used to show how a child is progressing on the individual components that combine together to form the core academic areas. This progress key is used on all the white fields on the front of the report card.

Understanding the Academic Performance Key

4: Meets NYS Standards with Distinction; Demonstrates a thorough understanding of grade level content
 A mark of "4" indicates the "next level" of student learning. A student's progress indicates s/he has exceeded the proficiency standards established by NYS. The student has mastered grade-level standards in terms of knowledge, but also applies that knowledge in ways that go beyond expectations. **Typically, very few children perform at this level.**

3: Meets NYS Standards;

Demonstrates an understanding of grade level content
 A mark of "3" indicates that a student's progress with skills and information meets grade-level expectations because success is independent and requires little or no adult support to demonstrate. A student at the top of his/her class, successfully mastering skills and content, may find themselves at level "3" all year, which indicates strong or excellent work, expected at grade-level.

2: Partially Meets NYS Standards;
Demonstrates a partial understanding of grade level content

A mark of "2" indicates a student's progress with skills and information is in the grade-level range, but requires the support and assistance of others to show success at this time.

1: Not Meeting NYS Standards;
Does not demonstrate an understanding of grade level content

A mark of "1" indicates that a student's progress with grade-level skills and information is **below grade level**. His/her instructional level is characterized by maximum teacher support. Grade level expectations are not being met at this time.