

The Public Schools of Brookline, Office of Teaching and Learning
Grade 1-5 Progress Reports - Parent/Guardian Overview

Overview

Twice a year, parents/guardians receive a **Progress Report** that provides them with information about their student’s learning with respect to benchmarks for what students should know and be able to do. These Progress Reports also serve as a record of their child’s performance over the course of the year and across the grades.

Brookline uses a standards-based format for reporting student learning progress in Grades 1-5. This enables teachers to:

- Assess student performance against a **specific** and **observable** set of grade level expectations.
- Assess each student against the identified grade level **end of year standard**, instead of how the student performs compared to other students.

Classroom teachers hold a fall parent/guardian conference to discuss your student’s learning progress. A Progress Report will be shared with you at the conference. In mid-December, after conferences are completed, *your child’s Progress Report will be available to you as a report in the Parent Portal.* *

In spring, teachers hold a second parent/guardian conference to discuss your child’s progress. Your child will also get an end of the year Progress Report, *which will be available to you as a report in the Parent Portal on the last day of the school year.* * In addition to the classroom teachers’ monitoring of progress, Special Education personnel and ELL personnel will provide parents/guardians with fall and spring written Progress Reports.

The table below shows the reporting schedule:

When	All Students	Special Education and ELL
Fall	Parent/Guardian conference and written Progress Report	Progress Report
Spring	Parent/Guardian conference only	Progress Report
End of Year	Written Progress Report only	N/A

**Hard copy Progress Reports will be provided to parents/guardians who do not have access to the Parent Portal.*

How are students graded using a standards-based format?

A standards-based Progress Report identifies *end-of-year* benchmarks for students in each content area for the grade level. These benchmarks specify what students should know and be able to do by the end of each year. Students work towards this benchmark over the course of the year. In Brookline, our benchmarks are called Learning Expectations. *Essential Learning Expectations*, or ELEs are a subset or synthesis of the larger set of Learning Expectations that describe the key skills and understandings for students at a particular grade that are essential for them to master in order to be prepared for the next grade. The ELEs are listed on the Progress Reports.

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Reporting Key for Content Areas

As students progress through a school year, they move towards mastery of Brookline’s Essential Learning Expectations or ELEs. On the Progress Reports, teachers use “descriptors” to describe a student’s progress towards mastery of the ELEs. The descriptors in the reporting key use on the Progress Reports are:

- EXT – Extending** – student demonstrates understanding of content and skills, has met the grade-level standard, and is working to extend his/her learning in this area, both independently and with the guidance of the classroom teacher; the student actively seeks and welcomes other opportunities to extend their learning.
→ *Extending describes the students who regularly and with understanding, apply the standard on their own and advance their level of understanding.*
- ESTB Established** – student **demonstrates understanding of content and skills** by independently applying the knowledge/skills, and meeting grade level expectations.
→ The student has met the standard, and achieved grade level expectations. *For most ELE’s, established is the descriptor students are expected to achieve by the end of the year or the completion of a unit of study.*
- DEV Developing** – student is **developing** understanding of content and skills with support.
→ As students work through the curriculum, they are gaining understanding and practicing skills, appropriately working their way *towards* end-of-year proficiency. *For most ELEs, developing is expected and typical mid-year progress.*
- BEG Beginning** – student is **beginning** to understand content and skills, requiring consistent support.
→ As the grade level curriculum topics are introduced, the content/concepts are new and students are learning to apply new skills. *For most ELEs, this is an expected descriptor of student progress at the beginning of a unit of study, typically in the fall.*
- NY Not Yet** – Student is **not yet** showing evidence of initial understanding, working below grade level, and having significant difficulty with new concepts and/or skills. (Not Yet)
→ *This descriptor indicates significant concern.* Teachers of students receiving this descriptor have been in consultation with the student’s parents.
- N/A Not applicable** – skills and content not yet taught. (Not Applicable)
→ This descriptor may appear in the fall, as the content in the ELEs has not yet been covered.

Work Habits and Thinking Skills

The first section of your child’s Progress Report is on Work Habits and Thinking Skills. This section describes your child’s progress on habits and skills that prepare them to work effectively within and across disciplines, independently, and with others. As students practice these skills, they form habits for thinking and approaching tasks in a productive way.

Teachers observe how students work and think, and encourage the development and practice of these skills throughout the school day. This section is included in the Progress Report to create awareness of these skills and to help families know how important it is to nurture the development of these skills in school and at home. The reporting is a frequency scale that indicates how often your child is using these habits of thinking.