

# Parent Guide to Understanding the CVESD Progress Report

Students in Chula Vista Elementary School District receive Progress Reports in Quarter 2, Quarter 3, and Quarter 4. Reporting student progress is an essential part of the communication and partnership between home and school. **We would like to inform you that CVESD has adopted a new progress report which includes a revised rubric for progress towards standards. The new progress towards standards rubric allows teachers to document a wider range of academic growth for students.** This document highlights the rubric changes for the new CVESD Progress Report.

<b>Old Rubric:</b>	<b>New Rubric:</b>
Progress Toward Standards	Progress Toward Standards
4 = Exceeded mastery of standards 3= Proficient mastery of standards 2= Progressing toward mastery of standards 1 = Minimal mastery of standards NA = Not assessed	4 = Met/Exceeded Proficiency 3= Nearly Met Proficiency 2= Approaching Proficiency 1 = Not Met Proficiency NA = Not Assessed

## Social Citizenship and Learning Skills:

The CVESD Progress Report documents students' social citizenship and learning skills and CVESD recognizes the positive impact these skills have on learning. Teachers will document these skills using the following rubric:

**C** = Consistently, **U** = Usually, **I** = Inconsistently

## \*NEW\* Progress Toward Standards:

The Progress Report identifies academic achievement based on the Common Core State Standards (CCSS) and documents growth towards end of year expectations in the following areas: English Language Arts, History/Social Science, Mathematics, and Science. These content areas are assigned a score based off a 4-point rubric, the descriptors and criteria can be found in the table below.

<b>Progress Toward Standard Rubric Score</b>	<b>Descriptors and Criteria</b>
<b>4</b> "Met/Exceeded Proficiency"	<ul style="list-style-type: none"> <li>• Student demonstrates mastery of the standard and is approaching proficiency above the current grade level's expectations</li> <li>• Student has met the standard and end of year expectations</li> <li>• Teacher support is not needed to be successful</li> </ul>
<b>3</b> "Nearly Met Proficiency"	<ul style="list-style-type: none"> <li>• Student has made substantial growth towards the standard and end of year expectations</li> <li>• Student demonstrates skills consistently over time</li> <li>• Minimal teacher support needed for the student to be successful</li> </ul>
<b>2</b> "Approaching Proficiency"	<ul style="list-style-type: none"> <li>• Student has made some growth towards the standard and end of year expectations</li> <li>• Student inconsistently demonstrates skills over time</li> <li>• Teacher support is needed for the student to be successful</li> </ul>
<b>1</b> "Not Met Proficiency"	<ul style="list-style-type: none"> <li>• Student has made little to no growth towards the standard and end of year expectations</li> <li>• Student requires additional foundational skills while working to meet the standard</li> <li>• Student demonstrates little to no growth over time</li> <li>• Substantial teacher support needed for the student to be successful</li> </ul>
<b>NA</b> "Standard Not Assessed"	<ul style="list-style-type: none"> <li>• The standard was not assessed this quarter.</li> </ul>