

## 5420.01 - REPORTING STUDENT PROGRESS - ELEMENTARY

### Class or Grade Level Conference

Each teacher of grades PreK-5 shall hold by the end of the first six (6) weeks of school, a group conference or equivalent with parents of the students in his/her class or shall hold a grade level conference cooperatively with other teachers on the grade level for the purpose of interpreting the curriculum, the general school program, and reporting practices.

### Parent/Teacher Conference

Each teacher of grades PreK-5 shall hold a scheduled parent/teacher conference concerning each student during the school year. It is highly desirable that these conferences be held by the end of January. In kindergarten, the optimum time is during October, November, or December. Additional conferences shall be held throughout the year as needed with parents of students who have special concerns. A record shall be kept of each conference in the student's PIAP (Pinellas Instructional Assessment Plan) folder.

### Kindergarten Progress Reports

Kindergarten progress reports will be issued at the same time as the grades 1-5 progress reports. There are no letter grades given at the kindergarten level. The progress report provides information on the student's performance on the Pinellas Instructional Assessment Plan (PIAP) assessments for reading, writing, and mathematics relative to grade level expectations. The progress report states if a child is ~~"performing successfully" or "not yet" for each assessment~~exceeding or meeting standards, or making consistent progress, limited progress, or no progress toward standard mastery.

### Elementary Progress Reports

The progress report provides a grade for the student's academic performance in each subject and grades for the students' conduct and work habits. Attendance information is also provided on each progress report. The final progress report for the school year contains information regarding promotion or non-promotion of the student. Progress reports for grades K-5 will be issued at the end of each of the three (3) grading periods. Students experiencing academic difficulties must receive a mid-period (mid-term) progress report prior to the first progress report, between the first and second progress reports and between the second and third progress reports.

### Grades

In arriving at the academic grades of all students, teachers are expected to carefully distinguish between the academic grade and the students' work habits and effort and conduct grades. In no case shall the student receive an academic grade which is contingent upon his/her work habits and effort and conduct.

A. In all areas for grades 1-2 and for the core curriculum areas of Art, Music, Physical Education, and Work Habits in grades 3-5 ~~and fundamental schools (grades 1-5)~~ the following codes will be used: E (excellent), V (very good), S (satisfactory), N (needs improvement), U (unsatisfactory).

B. In grades 3-5 ~~(and grades 1-5 in fundamental schools)~~, in the academic areas, achievement shall be designated as follows:

1. A = (90-100)

2. B = (80-89)

3. C = (70-79)

4. D = (60-69)

5. F = (0-59)

C. The assignment and grading of homework is a school-based decision.

D. At the end of each report period, the teacher shall record in the comment section of the progress report only factual information which gives additional meaning to the report.

E. No changes shall be made in the form of the progress report except pursuant to District procedures. Schools may develop their own progress report and have it approved according to District procedures.

#### Exceptional Students

A. The IEP (Individual Educational Plan) of each student with a disability specifies the student's curriculum, instructional level, and level of participation in the general education curriculum. Progress reporting, participation in State/District assessment, and implications for diploma options must be clearly communicated to parents. Students with disabilities are enrolled in coursework in one (1) or more of the following options:

1. grade level expectation, without accommodations.

2. grade level expectations, with accommodations: Accommodations cannot change the student expectations. They specify changes in instructional strategies that are required as a result of a student's disability and may address methods and materials for instruction, assignments and classroom assessments, learning environment, time demands and scheduling, or special communication styles.

Progress for students in "1" and "2" above is reported based on grade level expectations.

~~3. Below grade level curriculum: A student's instructional level in reading, writing, and/or mathematics is two (2) or more years below grade level. The student's IEP and progress reports specify instructional levels and progress is reported based on specified instructional levels.~~

4.3. Sunshine State Standards with Access Points: Students that are eligible for Alternate Assessment, as specified on their IEP, can enroll in exceptional student education access courses. If a student is involved in a functional academic and functional life skills curriculum, progress is reported based on the Sunshine State Standards with Access Points at the independent, supported, or participating level, as selected by the student's IEP team.

B. Students with disabilities must receive progress reports indicating progress towards Individual Educational Plan (IEP) goals and the likelihood they will accomplish the goals during the validity period of the IEP; in addition to the general education progress report each time the general education progress report is provided.

1 F.S. 232.246(5)(c), 1001.32, 1001.41, 1001.42, 1001.43  
2 F.A.C. 6A-1.0955(3)(a)7

3 Adopted 12/9/09; Revised 12/6/11 and / /14

4

5

6 Approved as to form and legality:

7

8

9

10

11

  
\_\_\_\_\_  
School Board Attorney