Overview of Standard Based Report Cards and Progress Reports 2024/2025

Overview of Grading Practices: NPS report cards are standard based. Standards-based report cards measure a student's progression toward **end-of-year** mastery. We assign academic performance/achievement levels (1, 2, 3, 4) to standards that have been introduced and assessed. If a standard has not been introduced, we mark it as a N/A (not assessed at this time).

Therefore, at the beginning of the year, when skills are just introduced, we expect our students to receive an academic performance level of a "1" or a "2" on the standards that students are still learning; a "3" might be given if a standard was fully introduced and the student has had opportunities to demonstrate mastery.

4 - Flexibly applies understanding of the standard to extend ideas and draw connections
3 - demonstrates competency within the standard independently
2- demonstrates a basic understanding of the standard but needs more practice or support to consistently apply
1 - demonstrates an emerging understanding of the standard, requires re-teaching and consistent support, or the standard has been newly introduced

This visual is a great comparison between learning to ride a bike and mastering the skill of bike riding.

Your goal: To ride a bike by yourself		
	4	**Extending the Standard** Wow! You not only ride a bike on your own, but you can pop a wheelie, jump ramps, and perform other bike stunts.
	3	**Achieving the Standard** Congratulations! You are successfully riding a bike by yourself.
	2	**Progressing with the Standard** You are pedaling well and staying upright as long as someone is holding on and giving you a little push.
	1	**Beginning with the Standard** You are riding a bike, but using training wheels

Special Education Progress Reports - Special Education Progress Reports are distributed at the same time as your child's report card and reflect your child's progress toward the goals and objectives stated on his/her IEP. For students in Grades 1 - 6, they are issued three times a year: December, March, and June. For students in Kindergarten and Preschool, they are issued two times a year: January and June.

This marking term, progress reports will be mailed home on Friday, December 6th, electronically.

Progress reports are similar to the “ “baseline” section of the new IEP. They identify “can do” statements based on information collected through district assessments, data collection aligned with goals and objectives, and clinical judgment. If you have questions about your child’s progress after receiving his/her progress report, feel free to reach out to your special education liaison or Team Chairperson: Mrs. Tara Oliveto/District Team Chairperson oliveto@norfolk.k12.ma.us or Dr. Anna Tupper, Director of Student Support Services.