

JEFFERSON COUNTY PUBLIC SCHOOLS

Student Progression, Promotion, and Grading

Elementary School 2010-11



Jefferson County Public Schools

**Elementary School
Student Progression,
Promotion, and Grading
Handbook
2010-11**



Introduction

The uniform *Student Progression, Promotion, and Grading Handbook* summarizes and clarifies related policies and practices established by the 1990 Kentucky Education Reform Act (KERA) and the Jefferson County Board of Education (JCBE). The Jefferson County Public School (JCPS) District establishes uniform, standard procedures for grading, progression, and promotion for elementary, middle, and high schools. These procedures are reviewed annually by the JCBE. The *Student Progression, Promotion, and Grading Handbook* supports the implementation of Kentucky state laws and the philosophy and vision of JCPS.

JCPS believes that when we collaborate with parents, staff, and students to:

- Create caring, respectful, and culturally responsive classroom communities;
- Provide high-quality, personalized instruction that challenges and engages students in authentic work;
- Ensure equitable access for all students to a consistent, world-class, inquiry-based curriculum; and
- Prepare leaders to engage in collaborative strategies to move this shared vision forward ...

Then all students will graduate prepared to:

- Achieve their goals,
- Follow their dreams, and
- Create a more just society.

Since formative assessment, evaluation, and a grading system are integral, planned parts of the curriculum, educators shall actively communicate student progress to parents/guardians and students. This communication will include early identification and support of students who are struggling or who are at risk of failure. In addition, schools are encouraged to develop school-based policies that ensure the appropriate implementation of interventions, support systems, and organizational structures to support individual learning goals and continuous progress toward the next instructional level.

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Board of Education Policies

Uniform Student Progression, Promotion, and Grading (Board Policy IKA)

All schools shall implement the uniform Student Progression, Promotion, and Grading Procedures for that level that has been developed by a broad-based committee and approved by the administrative staff and the Jefferson County Board of Education (JCBE). Written reports shall be sent to parents at established intervals. Parents/Guardians shall be notified annually of the procedures used to evaluate the academic performance of students. If a student is exhibiting unsatisfactory performance or is experiencing changes in performance, parents/guardians must be notified in a timely manner prior to the distribution of the progress report or report card.

Student Conferences (Board Policy IKAC)

Teachers shall be available for conferences requested by students. Teachers may initiate such conferences without a student request when the need is evident.

Parent Conferences (Board Policy IKAD)

Teachers shall be available for conferences requested by parents. Reports to parents shall include provision for a parent or teacher request for a conference. Such conferences shall be scheduled at a mutually agreeable time. The JCBE shall encourage that parent-teacher conferences be provided within the school calendar.

Acceleration (Board Policy IKEB)

Pupils may advance through the established program of studies in accordance with the prescribed requirements, P1 through grade twelve. Students shall not be penalized in grades nine through twelve for work completed during an approved summer session.

Homework (Board Policy IKB)

The JCBE shall approve the assignment of homework as an aid to the program of instruction when such assignments are clear and definite and originate in classroom activities. Homework assignments shall be evaluated by the teacher.

Kentucky's Learning Goals

Kentucky Education Reform Act (1990)

Goal No. 1

Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

Goal No. 2

Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

Goal No. 3

Students shall develop their abilities to become self-sufficient individuals.

Goal No. 4

Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.

Goal No. 5

Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

Goal No. 6

Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

Planning in the Era of KERA

What do we want a student to know and be able to do?

What does a student do when he or she knows and demonstrates the outcome well?

How will we know if a student knows and can demonstrate the outcome well?

Procedures for Elementary School

The JCBE has approved the following procedures for assessing the progress of JCPS elementary school students. The philosophy of continuous progress is the direction for elementary schools. This means students are allowed to move through the curriculum in a continuous-progress mode with instructional design and placement being adjusted as needed. Progress is documented by teachers, and progression within the elementary school is determined by the students' application of skills, concepts, and understandings listed in the Kentucky Program of Studies.

Philosophy

JCPS provides every student, without exception, both the opportunity and the necessary support to benefit from a high-quality educational experience. We believe that student retention is not an effective practice. Therefore, students who are struggling or who are at risk of failure should be identified early and provided the necessary support to meet state standards and to be prepared for the next instructional level. Formative assessment and evaluation are planned parts of the curriculum. Educators are expected to be actively involved with parents/guardians and students in assessing, evaluating, and communicating the progress of each student.

Practices

Schools are encouraged to explore various organizational structures and instructional practices that support achievement of individualized learning goals through continuous progress for all students. By analyzing assessment results and differentiating instructional strategies, schools develop a school culture and instructional program that will ensure the success of each student.

Primary Program

The Primary Program is that part of the elementary school in which students are enrolled from the time they begin Primary (formerly kindergarten) until they are ready to enter grade four.

Intermediate Program

Grades four and five constitute the Intermediate Program.

Components of Elementary School Codes

Required documentation of performance shall be based on multiple assessments of student learning and may include the following:

- Class Assignments
- Performance Assessments/Projects
- Discussion/Problem Solving/Participation
- Writing Folders
- Group Work
- Quizzes/Tests
- Anecdotal Records
- Journals/Logs
- Homework
- Teacher Observations
- Student Self-Assessments

When one of the above examples is used as a formative assessment, the student's work is reviewed to determine the next step in an instructional process.

Explanation of Performance Codes

The following codes are used for reading, writing, science, mathematics, and social studies in grades four and five.

- A Excellent: work is consistently above grade-level expectations.
- B Good: work meets grade-level expectations.
- C Satisfactory: work is progressing toward grade-level expectations.
- D Poor: work is not meeting grade-level expectations.
- U Unsatisfactory: work is not acceptable.

The following codes are used for all subjects in P1 (kindergarten), P2 (grade one), P3 (grade two), P4 (grade three), and P5 (an additional year in the Primary Program) and for practical living, arts and humanities, and other classes in grades four and five.

- O Outstanding: work is consistently above grade-level expectations.
- S Satisfactory: work meets grade-level expectations.
- NI Needs Improvement: work needs improvement to meet grade-level expectations.
- U Unsatisfactory: work is not meeting grade-level expectations.
- N/A Not Applicable: not taught this six weeks

Explanation of Progress Codes

Primary and Intermediate Grades

- 4 Excellent: making consistent progress that meets or exceeds individual learning goals
- 3 Good: making progress that meets the majority of individual learning goals
- 2 Satisfactory: making some progress toward individual learning goals
- 1 Poor: making little progress and meeting few individual learning goals
- N/A Not taught this six weeks

Explanation of Process Codes

Primary and Intermediate Grades

- 4 Consistently and independently
- 3 Frequently
- 2 Sometimes
- 1 Rarely

Reporting Student Performance, Progress, and Process

Communication with students and parents is critical. The reporting process needs to be clear, consistent, and ongoing. Through conferences, the teachers and parents can evaluate the growth and achievement of the student and the progress to be expected. Parents/Guardians who have concerns about their child's progress should first contact his or her teacher. Then, if necessary, schedule a conference with the principal and/or counselor. If a student is not making satisfactory progress in meeting assessment benchmarks, interventions must be implemented in collaboration with the designated administrator, teacher(s), the student, and the parent/guardian.

The JCPS District-approved report card is distributed to students every six weeks during the school year. Report card grades are recorded on the student's permanent record at the conclusion of each six-week grading period. Report cards are issued at the end of weeks 6, 12, 18, 24, 30, and 36 of school. Schools may choose to use the Kentucky Early Learning Profile (KELP) Progress Report (pages 13–18) and/or the Early Learning Skills Form on page 19 to report progress of P1 students.

Note: Regardless of the reporting method used, the school must meet the requirements of KRS 156.160 (1) (a) and 704 KAR 3:440 in determining and reporting progress of students in the Primary Program.

Student Support and Assistance

Support and assistance are provided for students who need extra help. JCPS support and assistance may include the following:

- Exceptional Child Education (ECE) Services
- English as a Second Language (ESL) Program
- Extended School Services (ESS)
- Family Resource Centers (FRCs)
- Response to Intervention (RtI)
- **Every 1 Reads**
- Read to Achieve
- Student Recovery Program
- Reading Recovery (Primary level only)
- Title I Program
- Kentucky Reading First Grants
- Commonwealth School Improvement Funds (CSIF)
- JCPS Literacy System
- School Improvement Grants

Traditional Program Grading Codes

Reporting of student progress for students enrolled in the district's **Traditional School Program** is based on the following key:

- EP Excellent Progress
- GP Good Progress
- SP..... Satisfactory Progress
- LP Little Progress
- PB Progress Below Age-Appropriate

For **grades four and five**, schools may choose to continue using the Primary system of reporting. Schools that convert to a graded system at grades four and five use the following designations, which are based on a percentage score:

- A 93–100%
- B 86–92%
- C 79–85%
- D 70–78%
- U (Unsatisfactory) Below 70%

An explanatory message to parents/guardians accompanies any grade below C. Grades for conduct, work and study habits, and participation in such areas as art, physical education (PE), music, and foreign language are designated as follows:

- O Outstanding
- S..... Satisfactory
- NI..... Needs Improvement
- U Unsatisfactory

Progression for Primary Students

Kentucky's Primary Program is the part of the elementary school program in which students are enrolled from the time they begin school until they are ready to enter the Intermediate Program (fourth grade). The Primary Program includes the following critical attributes: continuous progress, developmentally appropriate educational practices, authentic assessment, multiage and multiability classrooms, qualitative reporting methods, professional teamwork, and positive parent involvement.

The Primary Program is based on continuous progress. *Continuous progress* means a student's unique progression through the Primary Program at his or her own rate without comparison to the rate of others or consideration of the number of years in school. In a continuous progress educational model, students never start over; they move forward in individual or flexible group instruction to achieve the expectations at the next instructional level. Retention is not compatible with continuous progress (704 KAR 3:440). Students may require an additional year in the Primary Program (P5), or students may exit the Primary Program early. Each elementary school shall design the Primary Program to address the learning needs of all students who meet the entry age for the Primary Program and who are not ready to enter the fourth grade (704 KAR 3:440).

All students will have access to the curriculum mandated by the Kentucky Program of Studies.

- Students struggling to meet performance expectations in literacy, mathematics, or behavior will be provided interventions based on the RTI framework. To be promoted to the fourth grade, students will be expected to meet the state-mandated exit criteria for the Primary Program.
- Students at all levels of the Primary Program will be expected to complete a writing folder that includes the required writing pieces.
- Students not meeting the exit criteria may be required to complete a fifth year of the Primary Program.

Based on the Interim Methods for Verifying Successful Completion of the Primary Program (703 KAR 4:040), a student will advance from the Primary Program to the Intermediate grades when he or she does the following:

- Expresses himself or herself clearly and effectively in oral and written forms
- Processes oral and written information as evidenced through listening and reading
- Demonstrates confidence in his or her ability to communicate
- Applies mathematical procedures to problem solving
- Applies mathematical concepts, including computation, measurement, estimation, and geometry
- Collects, displays, and interprets data
- Demonstrates use of monetary values in an economic system
- Demonstrates appropriate and relevant investigation skills to solve specific problems in real-life situations
- Creatively expresses ideas and feelings
- Applies democratic principles in relationships with peers
- Identifies contributions of diverse individuals, groups, and cultures
- Demonstrates responsibility for personal belongings
- Shows respect for the property and rights of others
- Displays self-control and self-discipline
- Accesses appropriate resources for learning in school, at home, and in the community
- Participates in group activities cooperatively
- Chooses appropriate processes and strategies to solve given problems
- Applies previously learned knowledge and concepts to new situations

To determine whether students can accomplish the above, teachers will do the following:

- Collect a variety of student work samples
- Complete observational checklists of academic, social, and developmental progress
- Maintain anecdotal records and other assessments as needed

Decision to Extend the Primary Program

If a student is to spend more than four years in the Primary Program, parents/guardians, teachers (Primary and Intermediate), and the principal must be involved in making the decision. Conferences with parents/guardians discussing continuation of a student in the Primary Program for a fifth year take place at least 30 school days before the final day of the school year.

The following is the process to be used if a teacher is considering an extended year (P5) for a student:

1. For a student needing additional time in the Primary Program, teachers shall complete the KELP Form using observations, anecdotal records, journals, work samples, conferences, and other evaluation information gathered over the year. (See pages 13–18.) The KELP Form shall become part of the student’s permanent record.
2. Primary and Intermediate teachers meet with parents/guardians to discuss the information recorded on the KELP Form. It is at that time that Part A of the form on page 14 is used to guide and summarize the discussion. Promotion decisions take effect upon completion of the 36-week report card.
3. The principal must inform the parent/guardian about the review and reconsideration (appeal) process.
4. If the parent/guardian wants to appeal the principal’s decision, a letter should be sent within ten days to the superintendent/designee for a review. A written response shall be forwarded to the parent/guardian and principal stating the superintendent’s/designee’s final decision.
5. All documentation shall become part of the student’s permanent record.
6. The procedure for the Admissions and Release Committee (ARC) should be followed for students in the ECE Program.

Decision on Early Exit From the Primary Program

If a student is to spend less than four years in the Primary Program, the steps listed below will be used to determine proficiency of work and possible early exit from the Primary Program.

1. For a student needing less than four years in the Primary Program, teachers shall complete the KELP Form using observations, anecdotal records, journals, work samples, conferences, and other evaluation information gathered over the year. (See pages 13–18) The KELP Form shall become part of the student’s permanent record.
2. Primary and Intermediate teachers meet with parents/guardians to discuss the information recorded on the KELP Form. It is at that time that Part A of the form on page 14 is used to guide and summarize the discussion. Promotion decisions take effect upon completion of the 36-week report card.
3. The principal must inform the parent/guardian about the review and reconsideration (appeal) process.
4. If the parent/guardian wants to appeal the principal’s decision, a letter should be sent within ten days to the superintendent/designee for a review. A written response shall be forwarded to the parent/guardian, stating the superintendent’s/designee’s final decision.
5. All documentation shall become part of the student’s permanent record.
6. The procedure for the ARC should be followed for students in the ECE Program.

Progression for Intermediate Students

All students will have access to the curriculum mandated by the Kentucky Program of Studies. Students struggling to meet performance expectations will be provided interventions based on the RTI framework. Students will be expected to complete a writing folder that includes the required writing pieces before promotion to the fifth or sixth grade.

Retention in Intermediate Grades

A conference that includes the principal/counselor, teacher(s), and the parent/guardian is required before considering retention in the Intermediate grades. A current summary of research on retention must be reviewed and considered during the staff/family conference. Current retention research is available by contacting the Elementary Liaison Office.

Documentation of student progress; implementation of interventions (RTI); a review of student work samples in reading, writing, and mathematics; and anecdotal records, logs, and evidence of frequent teacher/parent communications will be reviewed during this conference. The principal must inform the parent/guardian regarding the appeal process. Following the staff/family conference, the parent/guardian is sent a written notification of the retention decision via U.S. Mail, no later than the thirtieth week of the school year.

The appeal process is initiated by the parent/guardian and proceeds according to the following:

1. Within ten days of receiving notice of retention, the parent/guardian informs the school principal in writing that retention reconsideration is requested and shall give reasons for initiating the process.
2. Within five days of receiving a parent's/guardian's letter, the principal will direct the teacher(s) and counselor/principal designee to review the request and examine appropriate records and classroom work. The teacher(s) and counselor then give the principal a written recommendation, including a rationale that supports or rejects the request.
3. Within five days of receiving the report, the principal will schedule a conference with the teacher(s) and the parent/guardian. The decision will be given to the parent/guardian in writing within five days after the conference.
4. If the parent/guardian wants to appeal the principal's decision, a letter should be sent within ten days to the superintendent/designee for a review and reconsideration.
5. The superintendent/designee will send a written response to the parent/guardian and the principal stating the final decision.

The procedures for the ARC should be followed for students in the ECE Program. If retention is recommended, all documentation shall become part of the student's permanent record.

Kentucky Testing System

The Kentucky Department of Education (KDE) sets policies and procedures concerning which students take the annual, mandated Kentucky test(s). According to policy, Kentucky students must take every required grade level of the test(s). If a student accelerates past a grade, the student must take the required test(s) for both the passed-over grade and the current grade. If a student takes the required state test(s) as a P4 student and it is later determined that a P5 year is required for promotion to grade four, the student will retake the state test(s).

Evaluation of Out-of-District Transcripts

Parents/Guardians of out-of-district or home-schooled students who wish to enroll in a Jefferson County public school should schedule an appointment with the school administrator. Students who miss the state assessments will be expected to demonstrate competency in reading, on-demand writing, and mathematics. The principal/designee will determine the appropriate grade placement based on a review of the following materials:

- Transcript—record of grades earned by the student
- The name, author, and publisher of textbook(s) used
- Attendance manual—record of days and times taught
- An outline of materials covered in each subject
- Selection of student's best works from each subject
- Additional assessments considered helpful in determining grade placement
- Assessments—Observation Surveys, Classroom Reading Inventories, and Writing Diagnostics

After a home-schooled student is accepted into a Jefferson County public school, the parent must notify the Pupil Personnel Office in writing to terminate the home-school status. The letter should include the student's name, date of birth, and grade.

Evaluation of Out-of-District Transcripts for Advance Program Placement

Parents/Guardians need to submit the following information to the school counselor and/or the district's Advance Program resource teacher to determine if placement in the JCPS Advance Program is appropriate for their child:

- Test results from the Cognitive Abilities Test (CogAT/CAT), which JCPS uses in placing students in the Advance Program; a comparable test used by psychologists is the Wechsler Intelligence Scale for Children-Revised (WISC-R).
- Copies of the student's last two years' report cards
- Copies of the student's latest standardized achievement test scores (Any test that has a Cognitive Skills Index will be reviewed and considered.)
- Gifted/Talented screening information used by the out-of-district school to determine placement of the student in its gifted/talented program
- Any additional materials that the parent or district designee considers helpful in determining Gifted and Talented and/or Advance Program status of the student

Transitional Promotion

Under exceptional circumstances, students in elementary school may advance to the next grade level through a planned transitional program. Criteria for promotion will be determined by a committee that includes the student, parent/guardian, teacher, and counselor/principal and will be based on the individual needs of the student. If the promotion is to middle school, professional staff and the principal/designee of both the elementary and the middle school must be involved in preparing the transitional program plan.

Additional Considerations and Requirements for ECE Students

Both federal law and the Kentucky Program of Studies require that students in ECE Programs have access to curriculum mandated by the Kentucky Program of Studies. A student's Individual Education Program (IEP) must be aligned with Kentucky Learning Goals and the content/skills identified in the Program of Studies. Consultation between the Comprehensive Program (CP) and ECE teachers is necessary to determine individual adaptations to both the instructional program and grading procedures.

Depending on the service-delivery model, student performance, progress, and process grades are assigned by the ECE teacher, the CP teacher, or both. In addition to completing report cards, teachers collect, maintain, and analyze data to determine if a student with disabilities is making expected progress toward IEP goals using the IEP progress report found on *Infinite Campus*. This progress report is sent to parents on the same report card schedule as specified by the district for all students.

KENTUCKY ELEMENTARY LEARNING PROFILE

A Part of Kentucky's Model Primary Assessment System

Student Name _____
Last First Middle Name used

Teacher(s) Name _____

School _____ District/County _____

As part of the Kentucky Education Reform Act of 1990, a Primary Program was designed for students from the time they enter school until they enter fourth grade. The attributes of this Primary Program are: developmentally appropriate practices, multi-age/multi-ability classrooms, continuous progress, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent/guardian involvement. The Kentucky Elementary Learning Profile (KELP) is the model assessment instrument designed by the Kentucky Department of Education to correspond with the Primary Program. The KELP instrument is designed to document a student's real learning, growth, and development during the primary years. The KELP instrument, along with the progress report and Learning Descriptions, is designed to be a comprehensive primary assessment system.

The KELP allows for documentation of:

- conversations with parents/guardians and students (to understand and record the learning that takes place at home),
- observations of children while they are involved in school-based learning experiences recorded by using concise notes showing specific information and developmental milestones,
- varied work samples which show growth throughout the year(s),
- a student's reflections of his/her own learning,
- a student's best performances:
- posing a question and researching to get an answer;
- communicating through oral and written language;
- communicating through an aesthetic project, performance, or reflection of appreciation;
- reading for literary experience, to gain information, to perform a task, and to discriminate among messages;
- solving a real-life problem using computation and problem solving skills;
- completing and presenting a long-term project which integrates subject matter;
- participating in performing and reporting a group project;
- developing a Lifeline representing and reflecting the personal growth and learning;
- developing a personal well-being plan or project,
- a student's growth in specific subject skills as evidenced in his/her performance(s).

For more information concerning Kentucky's primary program and/or the Kentucky Elementary Learning Profile, please contact the Early Learning Branch in the Kentucky Department of Education, 500 Mero Street, Frankfort, Kentucky 40601 or visit the Primary Web Page at: <http://www.kde.state.ky.us/osle/extend/primary/default.asp>

A handbook is available to provide explanations and support in the use of this instrument.

Permission is granted to copy any part of the Kentucky Elementary Learning Profile for educational use in Kentucky schools.

PART A: CONVERSATIONS

A1 Record of conversation between student's parent(s)/guardian(s) and teacher(s)

Signatures: Parent(s)/Guardian(s) _____
Teacher(s) _____

Date ____/____/____
Date ____/____/____

A2 Record of learning conversation between student and teacher(s)

Signatures: Student _____
Teacher(s) _____

Date ____/____/____
Date ____/____/____

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PART B: DIARY OF OBSERVATIONS

Student's Name _____

SOCIAL CONTEXT:	Independent (I)	Student with Adult (S/A)	Pair (P)	Small Group (G)	Group Led by Adult (G/A)
Date	Observations	Anecdotal Notes	Next Steps		

This page may be reproduced as often as needed. Alternate pages, located in the Teacher Handbook, may be substituted for this part. You may write on this page or attach labels, index cards, sticky notes, etc.

Anecdotal notes should include samples from various learning contexts including: literacy, mathematics, science, social studies, arts and humanities, design and construction, physical development, and dramatic and investigative play. The notes should also span the learning domains: social, emotional, physical, aesthetic, as well as cognitive.

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PART C: TYPES OF PERFORMANCES

Student's Name _____

Type of Performance*	Entries Included (T here)	Reflections Included (T here)	Optional: Name of Project/Notes/Ideas
Pose a question and research to get an answer.			
Communicate through oral and written language (or an alternative form of language, i.e., Braille, sign language, etc. when applicable).			
Communicate through an aesthetic project, performance, or reflection of appreciation.			
Read for literary experience, to gain information, to perform a task, and to discriminate among messages.			
Solve a real-life problem using computation and problem solving skills.			
Complete and present a long-term project, which integrates subject matter.			
Participate in performing and reporting a group project.			
Develop a "Lifeline" representing and reflecting the personal growth and learning. (may extend over several years)			
Develop a personal well-being plan or project. (may extend over several years)			

* Each performance entry must be accompanied with a reflection.

PART D: LEARNING DESCRIPTION SUMMARY

Student's Name _____

Arts and Humanities	Beginning	Developing	Competent	Expanding
Production				
Analysis and Appreciation				
Independent Learning and Citizenship	Beginning	Developing	Competent	Expanding
Intrapersonal Development (self)				
Interpersonal Development (with others)				
Productive Thinking				
Self-Directed Learning				
Mathematics	Beginning	Developing	Competent	Expanding
Reasoning/Problem Solving				
Communications/Connections				
Number Concepts				
Spatial Concepts				
Procedures				
Motor Development	Beginning	Developing	Competent	Expanding
Body Stability/Balance				
Fundamental Locomotor				
Object Manipulation/Fundamental Skills				
Fine Motor				
Physical Fitness/Development of Body Fitness				

This page is to be used during all the years a student is in the primary program. Documentation over several years often appears slow and/or uneven. This is normal and represents the time needed between growth spurts. Options available in handbook.

PART D: LEARNING DESCRIPTION SUMMARY

Student's Name _____

	Beginning	Developing	Competent	Expanding
Reading				
Experience				
Story/Text Awareness				
Making Sense Out of Print				
Science	Beginning	Developing	Competent	Expanding
Patterns and Nature of Scientific Activity				
Systems, Interactions, and Nature of Scientific Activity				
Models, Scale, and Nature of Scientific Activity				
Change over Time, Constancy, and Nature of Scientific Activity				
Social Studies	Beginning	Developing	Competent	Expanding
Governance				
Social Systems and Diversity				
Economics				
Past and Present				
Geography				
Writing	Beginning	Developing	Competent	Expanding
Purpose/Audience/Idea Development				
Organization				
Sentences/Language Choice				
Correctness				

This page is to be used during all the years a student is in the primary program. Documentation over several years often appears slow and/or uneven. This is normal and represents the time needed between growth spurts.

Options available in handbook.

Early Learning Skills

Student _____

School _____

Principal _____

Teacher _____

School Year: **20** _____ - **20** _____

Supporting Skills Progress Indicators

Blank **Not Working On**
 ✓ **No Additional Help Needed**
 + **Successful**
 X **More Help Needed**

These skills are the foundation for continued success in the Primary Program.



Optional for P1 students who are still working on these skills.

Reading, Writing, and Language Development	WEEKS: 12 24 36	Mathematics, Science, and Social Studies Development	WEEKS: 12 24 36
Recognizes written name		Identifies shapes	
Writes first/last names correctly		Counts to 25	
Identifies beginning and ending sounds in a spoken word		Associates numerals with objects, 0-10	
Demonstrates an understanding of rhyming words		Puts numerals in order, 0-10	
Demonstrates an understanding of positional terms (over/under)		Writes numerals 0-10 correctly	
Demonstrates book-handling skills (cover, title, print contains message, etc.)		Classifies/Sorts objects into sets	
Demonstrates directional movement (left/right, top/bottom)		Counts to 50	
Matches word by word		Associates numerals with objects, 11-20	
Retells a familiar story		Puts numerals in order, 11-20	
Sequences events		Names days of the week	
Distinguishes between real and imaginary		Repeats a given pattern using shapes/objects	
Chooses topics for drawing/writing		Identifies/Knows value: penny, nickel, dime	
Writes for a variety of purposes (e.g., to inform, to tell a story)		Performs simple addition using objects	
Supports ideas with drawings and/or words		Tells time on the hour	
Begins to focus on a topic		Counts to 100	
Uses letters to represent words in writing		Counts combinations of money: penny, nickel, dime	
Uses a few sight words in writing		Performs simple subtraction using objects	
Uses letters and/or a few words to resemble a sentence		Measures with nonstandard units	
Uses spaces between words		Tells time on the half hour	
		Participates in problem-solving activities	
		Recognizes 1st through 5th positions	
		Understands more, less, and same as	
		Makes observations by using senses	
		Understands a simple inquiry investigation	
		Knows that maps, globes, and atlases show location of places	
		Distinguishes between past and present	
		Knows birthday, telephone number, and address	

Fine Motor Skills

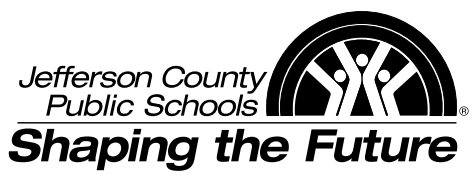
WEEKS: 12 24 36
Holds pencil correctly
Holds scissors and cuts properly
Forms letters, shapes, and numbers correctly

Letters, Numerals, and Words
 (Items slashed have been mastered.)

Uppercase Letters:	ALL	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Numerals:	All	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20						
Lowercase Letters:	All	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
Color Words:	All	red	yellow	blue	green	black	brown	purple	orange																		

Glossary

- **Academic Expectations**—The state’s Council on School Performance Standards developed 57 Academic Expectations that define what Kentucky’s youth should know and be able to do upon graduating from high school. KERA mandates that curriculum and assessment focus on student achievement of the outcomes.
- **Advance Program**—A program designed to provide instruction for academically talented students
- **ARC**—Admissions and Release Committee
- **Assessment**—The evaluation of progress and/or achievement made by an individual or group
- **CCG**—*Core Content Guide*
- **CCGP**—Core Content Guided Practice
- **Comprehensive Program**—A program designed for all students with an emphasis on instruction in basic communication and mathematics skills, fine arts, citizenship, and skills needed for daily living
- **Continuous Progress**—Never starting over; moving forward in individual or flexible group instruction at the next level
- **Developmentally appropriate**—Instructional practices that address the physical, aesthetic, cognitive, emotional, and social domains of students and that permit them to progress through an integrated curriculum according to their unique learning needs
- **ECE**—Exceptional Child Education (special education)
- **ELL**—English Language Learner
- **ESL**— English as a Second Language Program
- **ESS**—Extended School Services
- **IEP**—Individual Education Program
- **Intermediate Program**—Grades four and five constitute the Intermediate Program
- **KELP**—Kentucky Early Learning Profile
- **KERA**—The Kentucky Education Reform Act: the 1990 legislation enacted to restructure schools in the commonwealth of Kentucky
- **Multiability**—More than one level of ability in a classroom
- **Multiage**—Several age groups mixed together for instructional purposes
- **Primary Program**— That part of the elementary school in which students are enrolled from the time they begin Primary (formerly kindergarten) until they are ready to enter grade four
- **SBDM**—School-Based Decision Making
- **Ungraded Primary**—Kindergarten and grades one, two, and three have been eliminated by KERA. The ungraded Primary Program consists of students ages 5 through 9. Primary Program grade levels are P1, P2, P3, P4, and P5. JCPS refers to the ungraded primary as the Primary Program.



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