

# Standards Based Midterm Progress Report

\_\_\_\_\_ 20\_\_\_\_\_-20\_\_\_\_\_

(School Name)

**STUDENT** \_\_\_\_\_ **GRADE** \_\_\_\_\_ **TEACHER** \_\_\_\_\_

If you have questions, please contact the teacher at:

\_\_\_\_\_.

Mid-Trimester Dates			
Absences/Tardies/Early Exits impact student progress	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO

	1 <sup>st</sup> Mid-Trimester	2 <sup>nd</sup> Mid-Trimester	3 <sup>rd</sup> Mid-Trimester
<b>ENGLISH LANGUAGE ARTS</b>			
<b>Effort</b>			
Reading			
Writing			
Speaking & Listening			

Students in Dual Language Programs will have two marks separated by a slash (/) in the English Language Arts section. First mark = progress during instruction in English, second mark = progress during instruction in Spanish.

<b>MATHEMATICS</b>			
<b>Effort</b>			
Concepts			
Skills			
<b>SCIENCE</b>			
<b>Effort</b>			
<b>SOCIAL STUDIES</b>			
<b>Effort</b>			

## TEACHER COMMENTS (Optional)

1<sup>st</sup> \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2<sup>nd</sup> \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3<sup>rd</sup> \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## ADDITIONAL ACADEMIC SUPPORT

\*See other side for remarks about performance levels

INTERVENTION	1 <sup>st</sup> Mid-Trimester	2 <sup>nd</sup> Mid-Trimester	3 <sup>rd</sup> Mid-Trimester
Reading			
Writing			
Mathematics			
Behavior			

  

<b>Behavior Promotes Learning (E, S, M, I)</b>			
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### Please sign and return.

Parent/Guardian Signature (1<sup>st</sup>)

Parent/Guardian Signature (2<sup>nd</sup>)

Parent/Guardian Signature (3<sup>rd</sup>)

A conference is  not necessary  
 required

A conference is  not necessary  
 required

A conference is  not necessary  
 required

Schools print one copy per trimester.



Raquel Reedy, Acting Superintendent

## Purpose

The purpose of the Midterm Progress report is to communicate student progress midway through each grading period. This report is an abbreviated version of the APS Standards Based Progress Report (SBPR) for elementary grades, provided at the end of each grading period (trimester). Both progress reports reflect and measure student progress to the Common Core State Standards.

To access the APS Parent Friendly Standards (Roadmap), go to: [www.aps.edu/assessment](http://www.aps.edu/assessment).

## Performance Levels Defined

<b>4</b> Student <b>exceeds expectations</b> for the standards covered in this marking period.
<b>3</b> Student <b>meets expectations</b> for the standards covered in this marking period.
<b>2</b> Student is <b>approaching or nearing expectations</b> for the standards covered in this marking period.
<b>1</b> Student is <b>experiencing difficulty</b> understanding the standards covered in this marking period and is need of additional support.

## Additional Academic Supports\*

<p>This section communicates any instructional interventions in place that support a student's progress. For further information, please call 505-855-9900.</p> <p>*Please note that performance levels of 1, 2, 3, and 4 in this section reflect progress measured by specific goals of the intervention(s) and not grade level standards.</p>
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**NA** = Concepts have not been assessed at this point in time

- Instructional assessment is still in progress
- Student has produced insufficient amount of work to determine progress
- The number of student absences is a barrier to determine student progress

## Student Responsibilities

*"Behavior promotes learning"* indicates your child's progress overall, in the areas of **Personal and Social Development** and **Characteristics of a Successful Learner**. The teacher may choose to add specific responsibilities from this list to provide more detail about your child's current behavior.

## Effort Marks

The student's effort is measured by attitude, participation, engagement, and completion of assignments to the best of his/her ability.
<b>E</b> = Excellent Effort
<b>S</b> = Satisfactory Effort
<b>M</b> = Minimal Effort
<b>I</b> = Improvement Needed in Effort

K-2 Personal and Social Development	3-5 Characteristics of a Successful Learner
Follows classroom rules and routines	Listens and follows directions
Fulfills classroom responsibilities	Fulfills classroom responsibilities
Fulfills homework responsibilities	Fulfills homework responsibilities
Organizes self and materials	Organizes self and materials
Works with care	Takes pride in work
Sustains attention to a task	Respects classroom expectations
Shows initiative and independence	Works well independently
Accepts guidance	Accepts and implements guidance
Takes responsibility for actions	Accepts responsibility for actions
Treats others with respect	Respects rights, property, and feelings of others
Participates in the classroom community	Works cooperatively and productively with others
Chooses appropriate strategies to resolve conflict	Chooses appropriate strategies to resolve conflict
	Respects school expectations