

## TEACHER COMMENTS AND REQUEST FOR CONFERENCE

A (✓) in the box at the right indicates that the teacher desires a conference with you.

### COMMENTS

Reporting Period 1

Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
 Remediation plan on file  Conference Requested

Reporting Period 2

Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
 Remediation plan on file  Conference Requested

Reporting Period 3

Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
 Remediation plan on file  Conference Requested

Reporting Period 4

Failure notice sent on \_\_\_\_\_ for: \_\_\_\_\_  
 Remediation plan on file  Conference Requested

## PARENT/GUARDIAN COMMENTS AND REQUEST FOR CONFERENCE

Please sign below to show that you have read this report. If you wish to confer with the teacher, place a (✓) in the box provided.

### COMMENTS

Reporting Period 1

My child has read or been read to at least 100 minutes each week.  Yes  No  
 Signature of Parent or Guardian \_\_\_\_\_  Conference Requested

Reporting Period 2

My child has read or been read to at least 100 minutes each week.  Yes  No  
 Signature of Parent or Guardian \_\_\_\_\_  Conference Requested

Reporting Period 3

My child has read or been read to at least 100 minutes each week.  Yes  No  
 Signature of Parent or Guardian \_\_\_\_\_  Conference Requested

Conference held on:

Reporting Period 1 \_\_\_\_\_  
 Reporting Period 2 \_\_\_\_\_  
 Reporting Period 3 \_\_\_\_\_  
 Reporting Period 4 \_\_\_\_\_

If this box is checked, your child must attend a Chicago Summer School Program.

#### NEXT ASSIGNMENT

Grade	
Room	

NAME \_\_\_\_\_

STUDENT ID NUMBER \_\_\_\_\_ GRADE \_\_\_\_\_ ROOM \_\_\_\_\_

# REPORT OF STUDENT ACHIEVEMENT GRADES 1-8

## 2009-2010 School Year

SCHOOL: \_\_\_\_\_

SCHOOL ADDRESS: \_\_\_\_\_

PRINCIPAL: \_\_\_\_\_

TEACHER: \_\_\_\_\_

**Educate • Inspire • Transform**

CITY OF CHICAGO

Richard M. Daley  
Mayor



CHICAGO PUBLIC SCHOOLS

Ron Huberman  
Chief Executive Officer  
Barbara Eason-Watkins, Ed.D.  
Chief Education Officer

BOARD OF EDUCATION OF THE CITY OF CHICAGO

Michael W. Scott  
President

Clare Muñana  
Vice President

Members:  
Norman R. Bobins  
Tariq H. Butt, M.D.  
Alberto A. Carrero, Jr.  
Peggy A. Davis  
Roxanne Ward

**Com. No. 216**

## GROWTH IN KNOWLEDGE AND SKILLS

**The following grading codes are used to report your child's achievement**

The Chicago Public Schools uses a standards-based curriculum. The letter grades below are explicitly linked to the Illinois Learning Standards. The letter grades indicate the student's progress in meeting grade-level standards.

- |                                        |                                                     |
|----------------------------------------|-----------------------------------------------------|
| A - Substantially exceeds the standard | D - Less than acceptable performance on standard    |
| B - Exceeds the standard               | F - Does not meet the standard                      |
| C - Meets the standard                 | / - Indicates an area not to be graded at this time |

Each grade represents your child's achievement for one 10-week reporting period on that standard. An average grade of the four grades is recorded at the end for the school year in the column headed FINAL. The grade corresponds to the grade on your child's permanent record.

	CURRICULUM	ACHIEVEMENT					
	Reporting Period:	1	2	3	4	FINAL	
LITERACY	<b>Chicago Reading Framework</b>						
	<b>Reading in the English Language Standards</b>						
	<b>Reading in the Language Standards</b>						
	(✓) means that your child needs to improve in this area.						
	Has developed word knowledge (phonics/vocabulary)						
	Uses a variety of reading strategies						
	Comprehends reading material						
	Has developed oral reading fluency						
	Responds to literature (oral, written, artistic)						
	Reads a variety of materials independently						
	Number of books read <i>(the goal is 25 books for the school year.)</i>						
	<b>Writing Standards</b>						
	(✓) means that your child needs to improve in this area.						
	Uses the writing process (prewrites, drafts, revises, edits)						
	Produces writing for a variety of purposes and audiences						
	Writes with focus, coherence, and clarity						
	Uses Standard English conventions (spelling, grammar, word usage)						
	<b>Listening Standards</b>						
	<b>Speaking Standards</b>						
	<b>Research Standards</b>						
	<b>Mathematics Standards</b>						
	(✓) means that your child needs to improve in this area.						
	Has developed number sense (basic operations: +, -, x, ÷)						
	Estimates and uses measurements						
	Uses algebraic concepts						
Uses geometric concepts							
Uses and interprets data (probability and statistics)							
<b>Science Standards</b>							
<b>Social Science Standards</b>							
<b>Art Standards</b>							
<b>Music Standards</b>							
<b>World Language Standards</b>							
<b>Dual Language Standards</b>							
<b>Health Education Standards</b>							

(S) Significantly Modified Curriculum

## GROWTH IN KNOWLEDGE AND SKILLS

CURRICULUM	ACHIEVEMENT				
Reporting Period:	1	2	3	4	FINAL
<b>Physical Education Standards</b>					
<b>Library Science</b>					
<b>Learning Technology</b>					

### English Language Proficiency

Enrolled in a TBE/TPI Program
 
 Student is in the Bilingual Program Year: (Excluding Kindergarten)

①
②
③
④
⑤
⑥
⑦
⑧
⑨
⑩

The **Overall English Language Proficiency Development** is based on the student's performance on all domains within each of the five Illinois English Language Proficiency Standards (Social and Instructional Language, Language Arts, Mathematics, Science, and Social Studies).

### English Proficiency Development

1 - Entering    2 - Beginning    3 - Developing    4 - Expanding    5 - Bridging    6 - Reaching

Reporting Period:	1	2	3	4
<b>Overall English Language Proficiency Development</b>				
The numbers below indicate the proficiency demonstrated on assignments in each domain as aligned to the Illinois English Language Proficiency Standards				
Domain	1	2	3	4
Listening				
Speaking				
Reading				
Writing				

Student meets criteria for transition to general program of instruction
   
 \_\_\_\_\_ (month/year)

NAME \_\_\_\_\_

STUDENT ID NUMBER \_\_\_\_\_ GRADE \_\_\_\_\_ ROOM \_\_\_\_\_

## GROWTH IN HABITS AND ATTITUDES

Chicago Public Schools students are expected to show progress in work, social, and health and safety habits, along with positive character development, to gain the greatest benefit from the total school program. A checkmark (✓) means that your child needs to improve in this area.

Work Habits	Reporting Period:			
	1	2	3	4
Writes legibly				
Follows directions				
Works independently				
Works in a group				
Takes part in class activities				
Cares for materials				
Comes prepared for work				
Completes assigned classroom work				
Does homework assignments				
Social Habits	Reporting Period:			
	1	2	3	4
Exercises self-control				
Makes appropriate decisions independently				
Accepts teacher guidance				
Follows class routines and obeys rules and regulations				
Respects school property and property of others				
Character Development	Reporting Period:			
	1	2	3	4
Shows caring, concern for others				
Shows courage in difficult situations				
Is courteous to others				
Shows fairness in making decisions				
Is honest and truthful				
Shows kindness and is helpful to others				
Shows respect for self and others				
Is responsible, showing reliability and dependability				
Commits to completing tasks successfully				
Health & Safety Habits	Reporting Period:			
	1	2	3	4
Practices good health habits				
Obeys traffic and safety rules				
Uses conflict resolution strategies				

## ATTENDANCE

Regular attendance and promptness are necessary for successful progress in school. A note dated and signed by the parent or guardian is required each time a student is absent or tardy.

Reporting Period:	1	2	3	4	FINAL
Number of days in the reporting period					
Total days absent					
Unexcused days absent					
Times tardy					