

Sample Questions You Could Ask During A Parent-Teacher Conference

- How were the benchmark scores determined?
- Are there some key areas in which I can help my child to be more successful?
- What are your expectations for homework?
- How can I help my child at home?
- How does my child react when presented with new learning activities?
- What will the class be working on next? Are there things I can do to help my child prepare for these new units of study or skills?
- How is my child's progress on the lifelong learning skills affecting his/her overall learning during class and on projects?



Important Items to Share with Your Child's Teacher:

- How you view your child's strengths and areas of concern
- Your child's comments about school and view of his/her own strengths and areas of need
- How you view your child's reaction to homework assignments and the topics being covered in class
- Any changes at home that may affect your child's school experience
- Your goals for your child's school year



If you have questions about the benchmark progress reports, feel free to contact:

- **Your Child's Teacher**
- **Your School's Principal**
- **Kathy Hoppe**
Director of Teaching & Learning—Elementary Education
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HOWARD-SUAMICO
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Understanding Benchmark Progress Reports

Bay Harbor Elementary School
Forest Glen Elementary School
Howard Elementary School
Meadowbrook Elementary School
Suamico Elementary School

Quarterly Progress Reports

The Howard-Suamico School District uses a benchmark-based progress report for kindergarten through fourth-grade students. The benchmark progress report lets parents know how well their children are acquiring the academic and lifelong learning benchmarks that are being taught and assessed.

At the end of each quarter, students receive a score of 4, 3, 2, or 1 for each reported benchmark. On the progress report sample below, you will see that instead of one grade for math and one grade for lifelong learning, there are multiple benchmarks for each area. By reporting on each benchmark, teachers and parents can identify strengths and areas of need more quickly.

Language Arts	Quarters			
Reading	1	2	3	4
Makes, supports and revises predictions about what will be found in text				
Decodes unknown words in context using various reading strategies	2			
Comprehends by using various reading strategies	2			
Understands author's purpose				
Identifies the elements of literature read independently				
Makes inferences while reading literature independently				
Shares responses to literature				
Comprehends expository (non-fiction) text				
Uses the defining features and structure of expository text as an aid to comprehension				
Research				
Researches information using books and other resources for an intended purpose				

Reading a Benchmark-based Progress Report

- ⇒ The benchmark scores listed under each subject area report only the actual knowledge or skills that your child is demonstrating at this time.
- ⇒ Cooperation, effort, accuracy, and other non-academic factors are reported in the lifelong learning section.
- ⇒ The following scoring scale is used on the benchmark progress reports:
 - 4: The student has an in-depth understanding of the knowledge or can perform the skill automatically. The student is able to extend the knowledge or skill in new ways.
 - 3: The student meets grade level expectations for the knowledge or skill.
 - 2: The student demonstrates a partial understanding of the knowledge or partial mastery of the skill. Student is showing progress, but has not met grade level expectations.
 - 1: The student has great difficulty understanding the knowledge or demonstrating the skill.
- ⇒ Look for patterns as you review your child's report:
 - A pattern of 3s indicates that your child is right on target and is learning what he/she is expected to know and be able to do.
 - A pattern of 2s indicates there are areas in which your child is still progressing.

- ⇒ Different classrooms of the same grade level may have different benchmarks listed on their quarterly progress report depending on the units taught in each class.
- ⇒ Physical education benchmarks will be reported each quarter (except in kindergarten where they are reported 2nd, 3rd, and 4th quarter). Art and music benchmarks are reported at the end of each semester (2nd and 4th quarters).
- ⇒ If you have a question about a benchmark or the expected level of knowledge or skill for a benchmark, feel free to contact your child's teacher.
- ⇒ By building a partnership with your child's teacher, you will better understand your child's progress and explore new ways to support his/her learning.
- ⇒ All fourth graders in the state take the Wisconsin Knowledge and Concepts Exam. The results of this exam will be used as one of the criterion for promotion to fifth grade. To help make sure that the needed learning is occurring at each grade level, we use these progress reports to track student growth.

