

# **AFNORTH International School**

## **Progress Report Criteria**

### **Reporting on Achievement**

At AFNORTH International School, student work is assessed through key learner standards that are closely tied to the programs of study. Teachers are using levels of achievement in their reporting of a student's progress. A level of achievement provides a summative statement of student achievement based on assessment evidence at the time of the progress report. Each level describes the quality of performance, clearly connects to program standards, characterizes a level of understanding of subject-area content and makes evident a level of knowledge and skills. The first three levels (Exceeds, Meets, Approaching) are all within the acceptable performance range. Teachers use the "Below Standards" level of achievement to screen for children not working at grade-level standards. The four levels of achievement are:

<b>LEVELS OF ACHIEVEMENT</b>
<b>Exceeds Standards: (4)</b>
This level of achievement describes assessment evidence that demonstrates exemplary performance in relation to the learner standards from the AFNORTH International School's programs of study. The evidence is characterized by an in-depth understanding of subject-area content, and it demonstrates excellence in the knowledge and skills at this grade level at the time of the progress report.
<b>Meets Standards: (3)</b>
This level of achievement describes assessment evidence that demonstrates skilled performance in relation to the learner standards from the AFNORTH International School's programs of study. The evidence is characterized by a solid understanding of subject-area content, and it proficiently demonstrates the knowledge and skills at this grade level at the time of the progress report.
<b>Approaching Standards: (2)</b>
This level of achievement describes assessment evidence that demonstrates limited performance in relation to the learner standards from the AFNORTH International School's programs of study. The evidence is characterized by a basic understanding of subject-area content, and it demonstrates minimally acceptable knowledge and skills at this grade level at the time of the progress report.
<b>Below Standards: (1)</b>
This level of achievement describes assessment evidence that demonstrates unsuccessful performance in relation to the learner standards from the AFNORTH International School's programs of study. The evidence is characterized by an inadequate understanding of subject-area content and it demonstrates insufficient knowledge and skills for this grade level at the time of the progress report.

**A level of achievement is informed by a range of assessment evidence. The following indicator should be listed on the report card should the student be following a specialized program.**

#### **Modified Program**

The student is working with learning outcomes significantly different than the grade-appropriate curriculum.

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## Reporting on Study and Social Skills

In the section reflecting on a student's study and social skills, the indicators and comments indicate a student's progress based primarily on two criteria: participation and work completion. Participation means the extent to which a student is engaged in the class, whereas work completion refers to the extent to which students meet expectations about the tasks presented as part of the curriculum. In other words, work completion reflects evidence of the completion of classroom tasks in a timely and appropriate manner, all the while adhering to the conventions that have been set for those assignments. The four levels of achievement are: Outstanding, Good, Satisfactory and Needs Improvement.

<b>LEVELS OF ACHIEVEMENT</b>
<b>Outstanding</b>
This range describes student engagement in class activities and discussion that is exemplified by a high degree of positive and meaningful participation initiated voluntarily by the student. These students are punctual in turning in assignments and consistently go beyond the stated requirements relative to neatness and adherence to conventions.
<b>Good</b>
This range describes student engagement in class activities and discussion that is voluntarily initiated by the student but more often initiated upon request by the teacher. These students are punctual in turning in assignments and meet the stated requirements relative to neatness and adherence to conventions.
<b>Satisfactory</b>
This range describes student engagement in class activities and discussion only when requested to do so or when the request involves some sort of gentle persuasion. These students are inconsistent in turning in assignments or do not meet the stated requirements relative to neatness and adherence to conventions. Use of this code suggests that the teacher will likely want to discuss the student's effort in the progress report conference.
<b>Needs Improvement</b>
This range describes student engagement in class activities and discussion that is minimal or non-existent. These students are not punctual in turning in assignments and frequently do not meet the stated requirements relative to neatness and adherence to conventions. Use of this code suggests that the teacher will likely want to discuss the student's effort in the progress report conference.

### **Student Goal-Setting**

During the first two reporting periods, students write a reflection using the following statement: "Student's comments on achievement and goals." The comment should reflect the ideas or conclusions that are a result of them thinking about their work, and should be connected to their strengths and weaknesses. This will help them determine future goals and actions.