

TEACHER COMMENTS AND REQUEST FOR CONFERENCE

A check 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

PARENT/GUARDIAN COMMENTS AND REQUEST FOR CONFERENCE

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

COMMENTS

Reporting Period 1

My child has read or been read to for 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 for 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 for 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 _____

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

| NEXT ASSIGNMENT | |
|-----------------|--|
| Grade | |
| Room | |

NAME: **Chip Fesko**

STUDENT ID NUMBER: 6002212 GRADE: 5 ROOM: 2345

YEAR-ROUND EDUCATION

REPORT OF STUDENT ACHIEVEMENT Grades 1-8

2002-2003 School Year

SCHOOL: Chicago Elementary

SCHOOL ADDRESS: 361 Park Ave. Chicago, IL 60022

PRINCIPAL: Mr. Thompson

TEACHER: Mrs. Glencoe

Children First

CITY OF CHICAGO

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GROWTH IN KNOWLEDGE AND SKILLS

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

The Chicago Public Schools uses a standards-based curriculum. The letter grades below are explicitly linked to the Chicago Academic Standards and 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 of 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 | FINAL |
| Chicago Reading Initiative Reading in the English Language Standards | B | C | C | C | C+ | |
| Reading in the Language Standards | | | | | | |
| (√) 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 (The goal is a minimum of 25 books for the school year) | √ | √ | √ | √ | | |
| Writing Standards | B | C | C | C | C | |
| (√) means that your child needs to improve in this area. | | | | | | |
| Uses the writing process(rewrites, 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) | √ | √ | √ | √ | | |
| Listening Standards | B | C | C | C | C | |
| Speaking Standards | B | C | C | C | C | |
| Research Standards | B | C | C | C | C | |
| Mathematics Standards | B | C | C | C | C+ | |
| (√) means that your child needs to improve in this area. | | | | | | |
| Has developed number sense (basic operations: +, -, *, /) | √ | √ | √ | √ | | |
| Estimates and uses measurements | √ | √ | √ | √ | | |
| Uses algebraic concepts | √ | √ | √ | √ | | |
| Uses geometric concepts | √ | √ | √ | √ | | |
| Uses and interprets data (probability and statistics) | √ | √ | √ | √ | | |
| Science Standards | B | C | C | C | C+ | |
| Social Science Standards | B | C | C | C | C+ | |
| <input type="checkbox"/> Enrolled in a Bilingual Program | Bilingual Special Education | | | | | |
| Student is in the Bilingual Program Year _____ (excluding Kindergarten) | | | | | | |

(S) Significantly Modified Curriculum

GROWTH IN KNOWLEDGE AND SKILLS

| CURRICULUM | ACHIEVEMENT | | | |
|-------------------------------------|-------------------|----------|----------|-----------|
| | Reporting Period: | | | |
| | 1 | 2 | 3 | FINAL |
| Art Standards | B | C | C | C+ |
| Music Standards | B | C | C | C+ |
| Health Education Standards | B | C | C | C+ |
| Physical Education Standards | B | C | C | C+ |
| Library Science | B | C | C | C+ |
| Learning Technology | B | C | C | C+ |
| Science Lab | B | C | C | C+ |

English as a Second Language (ESL) Level _____

World Language LANGUAGE: _____

Dual Language LANGUAGE: _____

| CURRICULUM | ACHIEVEMENT | | | |
|--|-------------------|---|---|-------|
| | Reporting Period: | | | |
| | 1 | 2 | 3 | FINAL |
| READING | | | | |
| (√) means that your child needs to improve in this area. | | | | |
| Demonstrates vocabulary development | | | | |
| Uses a variety of reading strategies | | | | |
| Comprehends reading material | | | | |
| Has developed oral reading fluency | | | | |
| Reads independently | | | | |
| WRITING | | | | |
| (√) means that your child needs to improve in this area. | | | | |
| Uses proper punctuation | | | | |
| Proofreads/edits/spells required words | | | | |
| Uses appropriate grammar and word usage | | | | |
| Uses proper sentence and paragraph structure | | | | |
| LISTENING | | | | |
| SPEAKING | | | | |

(S) Significantly Modified Curriculum

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 |
| Writes legibly | √ | √ | √ |
| Follows directions | | | |
| Works independently | | | |
| Works in a group | | | |
| Takes part in class activities | | | |
| Cares for materials | | | |
| Comes prepared to work | | | |
| Completes assigned classroom work | | | |
| Does homework assignments | | | |

| Social Habits | Reporting Period: | | |
|--|-------------------|---|---|
| | 1 | 2 | 3 |
| 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 |
| 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 and Safety Habits | Reporting Period: | | |
|-------------------------------------|-------------------|---|---|
| | 1 | 2 | 3 |
| 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 | FINAL |
| Number of days in the reporting period | 60 | 62 | 66 | 0 |
| Days absent | 1 | 0 | 0 | 1 |
| Times tardy | 1 | 0 | 0 | 1 |