

Dear Reed Families,

Please be reminded that parent/teacher conferences are the week of **November 5-9th**. Dismissal time for all Reed students is **12:00 pm**. Your child's report card will be available on ALMA on Monday morning, November 5th. The purpose of the report card is to present a comprehensive profile of your child's social, emotional, and academic development at this time.

The alphabetic markings (C-S-R) are effort scores and are used to describe the **frequency of expected behaviors**. The "Consistently" descriptor indicates that your child consistently and independently puts forth an exemplary effort. A "Sometimes" descriptor indicates that your child is putting forth a reasonable effort in that area. If your child receives a "Rarely" descriptor, please look for **proactive** ways to **guide** your child in developing skills and strategies in that area and increasing the frequency in which the behavior is demonstrated.

R: RARELY	<i>Student rarely demonstrates expected behavior with support</i>
S: SOMETIMES	<i>Student demonstrates expected behavior with support</i>
C: CONSISTENTLY	<i>Student consistently demonstrates expected behavior</i>

The numerical markings (1-3) indicate your child's developmental progress toward **year-end** grade level academic standards. Because learning and skill acquisition is developmental by nature, markings should not be interpreted as static. A marking of 3 indicates **complete mastery** of a year-end grade level standard or skill. A marking of 2 indicates **expected growth** toward mastery of a year-end standard or skill. A marking of 1 indicates that your child would benefit from **additional support** at this point of his/her development. In class, teachers utilize small group and 1:1 instruction to meet the needs of learners who require extra support and practice, but you can look for ways to support your child at home.

3: MEETS GRADE LEVEL STANDARD	<i>• Consistently meets standard • Demonstrates solid understanding of key concepts • Independently applies grade level concepts and skills</i>
2: STEADY PROGRESS TOWARD GRADE LEVEL STANDARD	<i>• Demonstrates steady progress toward the standard • Demonstrates partial understanding of key concepts • Needs teacher support and assistance to apply grade level concepts and skills</i>
1: LIMITED PROGRESS TOWARD GRADE LEVEL STANDARD	<i>• Working below grade level standard • Demonstrates limited understanding of key concepts • Needs substantial teacher support and assistance to apply grade level concepts and skills • Area of concern</i>
N/A: NOT ASSESSED	<i>• Not assessed at this time</i>
M: MODIFIED	<i>• Resource/Special Education progress report attached</i>

Please review your child's report card from a **growth mindset perspective** knowing that progress is developmental and incremental. Teachers provide ongoing differentiated instruction to meet the varying stages of your child's development. Take an opportunity at your parent/teacher conference to ask your child's teacher for strategies to support your child's development at home.

Thank you for all your ongoing support and commitment to Reed School. We are all fortunate to be a part of this amazing community!

Warmly,
Mary Niesyn
Principal