

Level of Understanding

Understanding Evaluation of Your Child's Report Card

Grade Level 1-3

Level of Understanding (L of U)	Academic Achievement	Definition <i>After a learning concept has been introduced...</i>
Mastering	Can apply the learning to complex tasks independently .	Students are able to consistently demonstrate their knowledge of a concept/skill independently, students may ask questions to deepen their understanding. These students look for opportunities to apply their learning.
Advancing	Can apply the learning to increasingly difficult tasks with prompts .	Students are able to independently apply their knowledge of a concept/skill, however they may require prompting for further understanding. These students look for opportunities to apply their learning.
Progressing	Can apply the learning to moderate tasks with support .	Students are able to apply knowledge of a concept/skill. They may ask some questions, and require teacher/adult support for clarification, but can ultimately complete the task independently.
Emerging	Can apply the learning to basic tasks with guidance .	Students are able to apply their knowledge of a concept/skill but requires either small group direction or direct instruction for them to achieve the outcome. They may ask several questions about each step, but can ultimately complete the task.

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Beginning	Can apply the learning to simple tasks. Extensive support required.	Students are able to apply their knowledge of a concept/skill to a simplified task, with individual or group support.
Limited	Cannot yet apply the learning to simple tasks. Extensive support required	With individual support, these students inconsistently apply their understanding , concept or skill taught to a simplified task. Work is guided and simplified for success.

Accommodations and Modifications:

Accommodations – These supports are available to all students and do not require a child to be on an Individual Program Plan (IPP). Accommodations may include, but are not limited to: preferential seating, extra time given for assignments/tests, reading and writing (scribe) support, “chunking” work into smaller, more manageable components, etc. Documented accommodation checklists may be required to best support some students on a consistent basis. In these cases, teachers will communicate with parents to discuss the specific accommodations that will be applied. **The goal for these students is to build both skills and self-advocacy, so as to eventually establish a level of academic independence that is not reliant on checklists.* Formal accommodations can occur to allow students to achieve grade level expectations. For example, a student diagnosed with a high anxiety may require a quiet space to write their tests.

Curricular Modifications – Modification of materials involves students receiving curriculum that is generally **2 or more years below grade level**. This modification of academic materials allows for students to progress at their own, individual rates, while being provided opportunities for success. Students on modified programs may remain in class with the teacher and/or assistant, or they may also be part of smaller pull-out groups.