

# Level of Understanding

## *Understanding Evaluation of Your Child's Report Card*

*Grade Level 7-9*

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 <b>independently</b>	Students can apply and extend their learning independently to complex tasks. They can connect learning to new situations and problem-solving. They are self-motivated and require minimal teacher support. These students may seek clarification but have a firm understanding of the learning outcome.
Advancing	Can apply the learning to increasingly difficult tasks with <b>prompts</b> .	Students can easily apply their learning independently, although they make seek clarification and guidance on how to extend and connect learning.
Progressing	Can apply the learning to moderate tasks with <b>support</b> .	Students can apply their learning to grade level tasks seeking only occasional clarification and guidance.
Emerging	Can apply the learning to basic tasks with <b>guidance</b> .	Students can apply their learning to grade level tasks with moderate support and occasional clarification and prompting.
Beginning	Can apply the learning to simple tasks. <b>Extensive</b> support required.	Students can complete essential grade level tasks, but often require extensive support, guidance, clarification and prompting.
Limited	Cannot yet apply the learning to simple tasks. <b>Extensive</b> support required	Students at this level are not yet able to complete essential grade level tasks without extensive support, guidance and prompting.

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**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.