

Dear Families,

Below is a guide to reading the Progress Reports that are attached. If you have any questions you can email Liza at liza@odysseydenver.org.

What do Odyssey’s grades mean?

We use the wording Acc, Dev, etc. because we feel it better describes the level of understanding/mastery of the skill/concept at hand. Accomplished at Odyssey means that students have ‘hit’ the target. Hitting the target is what we want for ALL students. Accomplished is NOT a low bar; we are trying to support ALL students to achieve high expectations. Use the table below to help you understand our grading language:

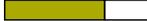
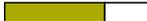
Odyssey Grading Words	<u>What it means to hit a Target</u>	Equivalent Traditional Grade
Exemplary (Ex.)	The student has demonstrated understanding that exceeds the expected target at this time in the school year and at their grade level.	A+
Accomplished (Ac)	The student has shown a solid understanding/mastery of the skill or concept. For example, the student has met all of the given criteria or has demonstrated mastery on quizzes and/or tests.	A thru B+
Developing (De)	The student has shown some progress toward understanding the skill or concept. For example, the student has met many, but not all of the given criteria and has demonstrated inconsistent mastery on quizzes and/or tests.	B thru C
Beginning (Be)	The student has shown little progress toward understanding the skill or concept. For example, the student has met few to none of the given criteria and has not shown mastery on quizzes and/or tests.	C- or lower

Purpose of our Reports:

The purpose of a progress report is to provide you with valuable information about your child as a learner: Do they have struggles with certain habits? Are there skills that are more difficult for your child than others? Armed with this information, students, parents and teachers can help guide students to develop a growth mindset: to see themselves as learners that can tackle any challenge or obstacle in their futures.

As you read the model report on the reverse side, note the annotations to the right. These will help you navigate your own report.

Progress Report for

1. Habits of a Learner	
Habits of a Learner 2013/14	
Overall Habits of a Learner Mastery	
- A. Responsibility: I can consistently use strategies to engage in my learning (in progress).	 DE
- B. Responsibility: I can complete quality work on time (in progress).	 DE
- E. Inquiry: I can use the inquiry process to investigate a topic (in progress).	 DE
2. Expedition	
Energy at What Cost	
Overall Academic Mastery	
- A. I can describe how electrons move to create electricity (final).	 AC
- B. I can identify and describe the many forms of energy (final).	 DE
- C. I can explain how electrical energy is made from coal, solar, wind (in progress).	 AC
- D. I can explain the difference between a renewable and nonrenewable resource (in progress).	 DE
3. Literacy	
5th Grade Literacy Homework	
Overall Academic Mastery	
- I can explain what a text says using quotes from the text (in progress).	 DE
- I can include/use reading strategies from class (in progress).	 DE
- I can make inferences about my thinking using quotes from text (in progress).	 DE
Module 1	
Overall Academic Mastery	
- M1 1st Unit A. I can determine the meaning of academic words or phrases in an informational text (in progress).	 AC
- M1 1st Unit B. I can determine the main idea(s) of an informational text based on key details (in progress).	 AC
- M1 1st Unit C. I can accurately synthesize information from multiple texts on the same topic. (in progress).	 AC
- M1 1st Unit D. I can choose evidence from literary or informational texts to support analysis, reflection and research. (in progress).	 AC
4. Math	
Module A	
Overall Academic Mastery	
- A. I can use powers of 10 to show the place value relationships between digits (in progress).	 DE
- B. I can convert within one measurement system (in progress).	 DE

Each subject will be listed in the black bar. The projects or units will be listed in the grey bars.

Each learning target that students have tackled is listed under the unit.

Each learning target is coded with the word (in progress) or (final). This way, you know if a target can still be improved (in progress) or if it is a final grade (final).

The grades in the white rows represent the level of achievement your child is showing for a target, at the time the report is printed. See the chart on the first page to understand what the grades mean.

How to read the report to get overall understanding:

- Look for patterns. For example, this student seems to be doing well (earning Accomplished grades or higher) in the literacy module work, but struggling with some of the literacy homework. This could give you clues about support you could lend at home.
- Pay attention to which targets are (in progress). There is still time for students to continue to work and achieve an accomplished grade, or higher.
- Notice how your child is doing in Habits of a Learner. Often habits impact students' ability to do well in their classes.

How is my child doing in Habits of a Learner and Academics?

As you know, Habits of a Learner or just 'Habits' are an important aspect to Odyssey's mission and vision. Embedded in our curriculum is support and instruction toward our Habits. By the time kids are in 8th grade, they are working toward mastery of all six habits: Responsibility, Revision, Inquiry, Responsibility, Collaboration & Leadership, and Service and Stewardship. We list these skills and strategies first because we believe that they are key to a student's academic success. Often, when a student isn't doing well in school it is because of a gap in one or more of these habits. For this reason, you will see Habits of a Learner called out as a separate class on the report, despite the fact that these skills are supported through all of the content areas.

What does it mean to be on-track or on grade level?

Families have communicated to us that they want clear-cut answers about whether their child is on-track. The general guideline we use to determine whether a child is on-track or on-grade level, is 70%. If students earn an Accomplished (or higher) on at least 70% of the academic targets, they will be considered to be on-track. However, teachers will also use their professional judgement when making their determinations about whether a child is on track. There are times when there are not enough targets, or targets vary greatly in size and significance that a 70% threshold would be misleading. The goal here is for families to have a sense of, not only the scores their child earned, but also a sense of whether they are where they should be.

In addition, students need to pass in habits. Because there are fewer habit targets, our guidelines are: in 2nd and 3rd grades, they need to hit all 3 habit targets; in 4th through 8th grades, students need to hit at least one target in each habit.

While this calculus is handy and straight forward, the message here is one of a growth mindset. How can we take the information provided in the report and use it for good: to continue to push and support students to be lifelong learners, not just students that are trying to hit a 70% bar. Used at its best, this information can be a tool for students to set goals, track growth and own their learning. We encourage you to read this report with your child to help them identify strengths and areas for improvement.

Thank you for being teammates with us in the journey of educating your child. We value your feedback and will continue to push ourselves to be more transparent and clear communicators about your child's progress.

