



Parent Guide to the Report of Student Achievement 2026-2027

Grades 1-8

Com. No. 193

Parent Guide

The Chicago Public Schools (CPS) **Report of Student Achievement, Grades 1-8**, reflects your child's progress toward mastering the Illinois Learning Standards, which establish what students need to know and be able to do at every grade level. The report card provides information on how your child is progressing toward meeting the standards for their grade level. If needed, your child receives additional support at school to meet the standards.

You can help ensure your child's academic success by:

- Reading to your child or making sure that your child reads every day.
- Practicing mathematics every day.
- Making sure that your child arrives to school on time every day.
- Checking that your child has completed all homework assignments.
- Staying informed about your child's progress. If you have questions regarding your child's academic progress, contact their teacher.

Reporting Periods

Your child receives grades at the end of four reporting periods. You are responsible for picking up your child's report card from your child's teacher at the end of the first and third reporting periods. Your child is responsible for bringing their report card home at the end of the second and fourth reporting periods.

Growth in Knowledge and Skills

The report card indicates what your child knows and is able to do to meet the standards. The grading codes **A, B, C, D**, and **F** measure your child's progress toward meeting the Illinois Learning Standards for language

arts (reading, writing, and listening and speaking), mathematics, science, social science, art, music, health, physical education, library science, and learning technology.

CPS measures student progress through the following grade codes:

- A** Substantially exceeds the standard
- B** Exceeds the standard
- C** Meets the standard
- D** Less than acceptable performance on the standard
- F** Does not meet the standard
- /** Indicates an area not to be graded at this time

A (✓) in the area of Literacy or Mathematics means that your child needs improvement in this area.

Teachers consider the following when assigning grades:

- Quality of work
- Class participation
- Achievement scores
- Application of lessons
- Completion of homework/assignments

Students who receive reading instruction in English and/or another language receive a reading grade in the section marked "Chicago Reading Framework Reading Standards."

The last row in the reading standard reports the number of books read by your child for each reporting period. The goal for each child is to read more frequently and with greater skill by increasing the time he/she spends reading. The expectation is for each student to read at least 100 minutes per week or approximately 20–30 minutes per day. Each student should read a minimum of 25 books every year.

The final grade in each subject area is the average of the

grades received during all reporting periods. This is the grade recorded on your child’s permanent record. Teacher names appear on the grades 1–8 report card to distinguish the teacher of record and instruction for language arts, math, science, and social science. The names appear in a format displaying the teacher’s first initial and last name.

Students with Disabilities

Students with disabilities receive grades that reflect the level of work they are capable of completing, consistent with curriculum modifications and accommodations identified in their Individualized Education Program (IEP). This is true whether your child is receiving services in a general education or a special education class.

If your child’s curriculum is significantly modified per their IEP (e.g., curriculum standards are modified to the extent that your child is not expected to meet the essential elements of the core curriculum), the subject on the report card will be followed by an asterisk (*) to note a significantly modified curriculum.

In accordance with current federal regulations, you will receive an **IEP Report Card** along with this standard report card. The **IEP Report Card** is a description of your child’s progress toward attainment of IEP benchmarks/goals.

English Learners

English Learners receive letter grades in the “Growth in Knowledge and Skills” section that should reflect what they know and are able to do to meet the standards with appropriate EL supports, regardless of English language proficiency. Additionally, ELs receive English Language Proficiency rating scores each marking period in separate sections of the report card.

Your child’s growth in the “Knowledge and Skills” for each academic subject area, as outlined in the current Illinois Learning Standards, is indicated as a letter grade on the left side panel of the report card.

English Language Development (ELD) standards focus on a student’s ability to communicate in English for social and instructional purposes and the student’s development of academic language in core academic areas of language arts, mathematics, science, and social science. Each of the five (5) ELD Standards encompasses four (4) language domains: listening, speaking, reading, and writing.

At the end of each marking period, your child’s progress toward meeting ELD standards is reflected through an overall rating of 1–6 as well as a rating of 1–6 for each of the four language domains.

The English Language Proficiency numeric ratings are as follows:

Numeric Rating	Student can produce:
1 - Entering	Words, phrases, or chunks of language
2 - Emerging	Phrases or short sentences with general language from content area
3 - Developing	Expanded sentences in oral interaction or written paragraphs with some specific language from content area
4 - Expanding	Some variety of sentence lengths of varying linguistic complexity with some specific and technical language from content area
5 - Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse and specialized or technical language of the content
6 - Reaching	A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse and specialized or technical language reflective of the content areas at grade level

Performance definitions available at: wida.wisc.edu/teach/standards/eld

Enrolled in a TBE/TPI Program

A (✓) indicates whether your child is identified as an EL and enrolled in a Transitional Bilingual Education (TBE) Program or a Transitional Program of Instruction (TPI). TBE programs are required at schools with enrollment of 20 or more ELs of the same language classification. TPI programs are required at schools with enrollment of 19 or fewer ELs of the same language classification.

A value is indicated in the appropriate box numbered 0 through 10 for your child’s Program Year. The Program Year reflects the number of years, excluding preschool and kindergarten, your child has been receiving services in a TBE or TPI program.

Transition to General Program

A (✓) indicates the month and year your child has met the criteria for transition to the general program of instruction.

World Language And/Or Dual Language Program Enrollment

Students enrolled in either a World Language or Dual Language Program receive a grade in the sections provided for World Language Standards or Dual Language. The language of instruction appears on the appropriate line.

Growth In Habits And Attitudes

Study skills and social habits, social and emotional skills, and health and safety habits are a critical foundation for student learning and academic achievement. A (✓) indicates that your child needs additional support to improve in that area. The habits and attitudes section does not directly affect grades since only skills and performance in the content areas determine the letter grade.

Attendance

Regular attendance and promptness promote success in school. For each reporting period, the teacher records the total number of days absent, the number of unexcused days absent, and days tardy (late to school). For each day your child is absent (either for the whole or half of the day), you must send the school a dated and signed note, or make a direct phone call to the school, to communicate the date of the absence, the reason for the absence, your child's name, your name, and your relationship to the child. Parents/guardians who have an Aspen Parent Portal account may also submit a reason for absence using the E-Absence feature.

Absences can be excused for the following reasons: student illness (which includes mental health days), observance of a religious holiday, death in the immediate family, and (at the discretion of the principal), a specified family emergency, circumstances which cause reasonable concern for the child's health and/or safety, or other situations beyond the control of the student. For additional information on the Comprehensive Policy on Attendance, please visit cps.edu/attendancecomprehensivepolicy.

Teacher Comments And Request For Conference

In the space provided, the teacher may include comments regarding your child's strengths and weaknesses, progress, areas of concern, and level of effort. If an in-person or virtual conference is requested by your child's teacher, a (✓) will appear in the "Conference Requested" box on the back left panel of the Report of Student Achievement.

If your child is not succeeding at the assigned grade level, you will be notified. If your child receives a failure notice, a remediation plan will be developed with your input to improve student achievement. In the comments section for each reporting period, the teacher will indicate the subject and the date the failure warning was sent. For more information, you can access the Elementary School Promotion Policy on the CPS website at cps.edu/gettingtothenextgrade.

Parent Or Guardian Comments And Request For Conference

You may request an in-person or virtual conference with your child's teacher to discuss their progress. Please make a (✓) in the box marked "Conference Requested" to schedule a meeting.

Next Assignment

At the end of the school year, be sure to note the boxes on the back center panel of the Report of Student Achievement. A (✓) in the box to the left at the very bottom means that your child will be required to attend a Chicago Summer School Program for grades 2, 5, or 7.

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