



DEPARTMENT OF DEFENSE
OFFICE OF DEPENDENTS EDUCATION
4040 NORTH FAIRFAX DRIVE
ARLINGTON, VA 22203-1635



EDUCATION DIVISION

DODEA-R 2000.10
August 1, 1995

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS
PROGRESS REPORTS

- References:
- (a) DoD Directive 1342.6, "Department of Defense Dependents Schools (DoDDS)," October 13, 1992
 - (b) DoD Instruction 1342.12, "Education of Handicapped Children in the DoD Dependents Schools," December 17, 1981
 - (c) DS Manual 2005.1, "Department of Defense Dependents Schools Administrators Guide," February 1988

A. PURPOSE

This regulation establishes uniform grading and reporting requirements for students in the Department of Defense Dependents Schools (DoDDS).

B. APPLICABILITY AND SCOPE

This regulation applies to all schools in the DoDDS system.

C. DEFINITIONS

1. Grade is a letter given as an assessment of the work of a student based on how it compares to a given standard.
2. Mark A mark is a predetermined and published symbol which teachers use in grade books or checklists and on progress report cards for recording student achievement.
3. Marking Period. The end of the marking period is **after** every nine weeks of instruction and occurs four times during the school year.

D. POLICY

It is the policy of DoDDS to issue a progress report every nine weeks for any student present or enrolled for at least 20 days or more in a marking period.

E. **PROCEDURES**

1. Three distinct progress reports are used with kindergarten through grade 6 students: a grade K-1 progress report (enclosure 1), a grade 2-3 progress report (enclosure 2), and a grade 4-6 progress report (enclosure 3). One progress report is used with grades 7-12, the Secondary School Report Card (enclosure 4), which is supported by computer processing.

2. Parent and student conferences are an integral part of the reporting process. A parent conference will be conducted for each student at the end of the first marking period for schools' configured as K-6 or K-8 on release time. Individual parent and teacher conferences may be scheduled at any time as needed or requested throughout the year for any student in grades K-12 within the existing duty day.

3. **Marks** will be given at the end of the second, third, and fourth marking period for students in grades K-1. Marks or grades will be given at the end of each of the four marking periods for students in grades 2-12.

4. For students in grades K-12, unsatisfactory achievement of program objectives or standards will be reported to parents during each marking period as soon as evident but no later than the midpoint of the nine week grading period to allow sufficient time for a student to correct the problem.

5. All students will receive assessment that fairly and accurately report their progress. Marks or grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. Marks or grades must be based upon student performance.

6. No indication shall be made on the progress report that a student is receiving special education services. In the comment section of the progress report, a statement can be made that the student's curriculum was modified.

7. The information on course objectives, curriculum content, and **DoDDS** grading system will be provided at the beginning of each grade. The information will be provided to parents and students new to the school upon enrollment.

8. The principal shall decide which report card to use to report student performance in grades 7 and 8 to parents. Principals shall seek staff and community viewpoints as to whether the grade 4-6 progress report or the secondary school progress report is best suited for reporting to parents. For middle schools and schools which have a kindergarten through grade 8 configuration, this decision should be reviewed periodically.

9. Written comments by teachers on progress reports should be stated objectively. The comments should be based on factual data about the student and should not represent opinions which cannot be supported by facts.

F. RESPONSIBILITIES

1. Director, DoDEA shall:

- a. Ensure ongoing assessment of student progress according to **DoDDS** instructional objectives.
- b. Establish **staff** development programs to ensure appropriate implementation of the policy.
- c. Review guidelines for establishing student evaluation.
- d. Recognize and support that student progress is a shared responsibility between the school and the home.

2. Area Superintendents **shall** recognize and support the appropriate implementation of the policy.

3. District Superintendents shall:

- a. Ensure ongoing assessment of student progress according to **DoDDS** instructional objectives.
- b. Provide **staff** development programs to ensure appropriate implementation of the policy.
- c. Provide guidelines for establishing student evaluation systems to include assessing and reporting progress.
- d. Recognize and support that student progress is a shared responsibility between the school and the home.

4. Principals shall:

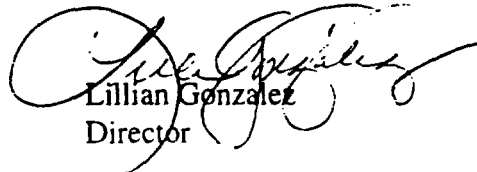
- a. Ensure ongoing assessment of student progress according to **DoDDS** instructional objectives.
- b. Support staff development programs to ensure appropriate implementation of the policy.
- c. Monitor the implementation of student evaluation systems to include assessing and reporting progress.
- d. Recognize and support that student progress is a shared responsibility between the school and the home.

5. Teachers shall:

- a. Provide ongoing assessment of student progress according to **DoDDS** instructional objectives.
- b. Participate in staff development programs to ensure appropriate implementation of the policy.
- c. Implement an evaluation system reflecting the progress of each student to include assessing and reporting progress.
- d. Recognize and support that student progress is a shared responsibility between the school and the home.

G. EFFECTIVE DATE AND IMPLEMENTATION

This regulation is effective at the beginning of school year 1995-96. Two copies of implementing instructions shall be forwarded to Director, DODEA, within 90 days of the effective date.


Lillian Gonzalez
Director

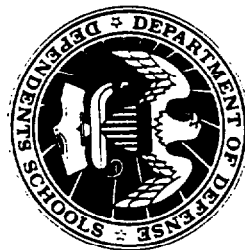
Enclosures - 4:

1. Progress Report, K-1
2. Progress Report, 2-3
3. Progress Report, 4-6
4. Secondary School Report Card

DISTRIBUTION: X, Z

PROGRESS REPORT

KINDERGARTEN/FIRST GRADE



TO PARENTS OR GUARDIAN:

THE PURPOSE OF THIS REPORT IS TO
INFORM YOU OF YOUR CHILD'S PROGRESS.

YOU ARE ENCOURAGED TO MAKE AN
APPOINTMENT WITH THE TEACHER IF
ADDITIONAL INFORMATION REGARDING
YOUR CHILD'S PROGRESS IS DESIRED.

Director, DODDS

PROGRESS REPORT

GRADES 2-3



TO PARENTS OR GUARDIAN:

**THE PURPOSE OF THIS REPORT IS TO
INFORM YOU OF YOUR CHILD'S PROGRESS.**

**YOU ARE ENCOURAGED TO MAKE AN
APPOINTMENT WITH THE TEACHER IF
ADDITIONAL INFORMATION REGARDING
YOUR CHILD'S PROGRESS IS DESIRED.**

Director, DoDDS

PROGRESS REPORT

GRADES 4, 5, AND 6



TO PARENTS OR GUARDIAN:

THE PURPOSE OF THIS REPORT IS TO
INFORM YOU OF YOUR CHILD'S PROGRESS.

YOU ARE ENCOURAGED TO MAKE AN
APPOINTMENT WITH THE TEACHER IF
ADDITIONAL INFORMATION REGARDING
YOUR CHILD'S PROGRESS IS DESIRED.

Director, DoDDS

DEPARTMENT OF DEFENSE DEPENDENTS' SCHOOLS
SECONDARY SCHOOL REPORT CARD

TUDENT NAME

NUMBER

GRADE SCHOOL

Explanation of Marks

This report card is to be used only for Department of Defense Dependents' Schools.

COURSE	SEC	DESCRIPTION	TEACHER	MARK ABS	MARK ABS	MARK ABS	MARK ABS	CREDIT VALUE	CREDIT EARNED

(For this secondary school report card, SD Form 693, May 89, NO CHANGES should be made.)

EXPLANATION OF GRADES ON REVERSE SIDE



WARNING: PERSONAL DATA (PL 93-579)

SD Form 693, MAY 69

OS Form 610, SEP 87

ENCLOSURE 4

Explanation of Marks

The following marks are authorized by the Director, DoDDS, for use in Department of Defense Dependents Schools.

Academic Marks

Mark	Meaning	Percentage Equivalent	Credit (Grades 9-12)	Grade Points Standard	Grade Points Weighted
A-, A, A+	Excellent	90-100%	Yes	4	6
B-, B, B+	Good	80-89%	Yes	3	4
C-, C, C+	Average	70-79%	Yes	2	3
D-, D, D+	Poor	60-69%	Yes	1	2
E	Pass on basis of effort		Yes	1	0
P	Passing	60-100%	Yes	Not Used	
F	Failing	0-59%	No	0	
WF	Withdraw Failing		NO	0	
I	Incomplete		NC	Not Used	
N	No grade		No	Not Used	
WP	Withdraw Passing		NO	Not Used	

(An Asterisk (*) in course description indicates a weighted grade was given)

Conduct Marks

O Outstanding
S Satisfactory
U Unsatisfactory

(For this secondary school report card, SD Form 693, May 89, NO CHANGES should be made.)

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

PROGRESS REPORT

KINDERGARTEN AND FIRST GRADE

Student Name: _____
 School: _____
 Contact: SY Entered
 Location: _____

DOB: _____
 District: _____
 Withdrawn: _____

PHILOSOPHY
 The report is designed to explore measurable objectives, questions and answers. It asks the teacher to report on the child's performance. The teacher's performance is not being reported on, which is not the purpose of the report. The student's performance is the focus of the report. The teacher's performance is not being reported on.

ATTENDANCE	1	2	3	4
Days Present				
Days Absent				
Time Lost				
Date				
Assessment				
Remarks				

MARKING CODE	MARKING PERIOD	LIFE SKILLS/SOCIAL DEVELOPMENT	MARKING PERIOD	First Quarter Conference
G = Good P = Partially N = Not Yet A = Absent	1 2 3 4	APPLICABLE PROBLEM SOLVING STRATEGIES PRACTICES SELF CONTROL ASSUMES RESPONSIBILITY PRACTICES COURTESY AND COOPERATION LISTENS WITHOUT INTERRUPTING OBTAINS CLASS/GRADING RULES FOLLOWS DIRECTIONS TAKES REASONABLE TIME FOR TASK MAKES APPROPRIATE CHOICES/DECISIONS WORKS IN GROUP ACTIVITIES WORKS INDEPENDENTLY USES MATERIALS APPROPRIATELY DISPLAYS ORGANIZATIONAL SKILLS	1 2 3 4	1 2 3 4
LANGUAGE ARTS - READING Identifies the Elements of Reading Information Identifies Comprehension Quality Identifies the Elements of Reading Information Identifies the Elements of Reading Information Identifies the Elements of Reading Information Identifies the Elements of Reading Information Identifies the Elements of Reading Information Identifies the Elements of Reading Information Identifies the Elements of Reading Information Identifies the Elements of Reading Information Identifies the Elements of Reading Information Identifies the Elements of Reading Information Identifies the Elements of Reading Information			MOTOR DEVELOPMENT Large Muscle Small Muscle	
G P N A				

Special Subject Marking Code:

1	Participate
2	Shows Strength
3	More Participation Needed

ART
 MUSIC
 PHYSICAL EDUCATION
 HOST NATION

Student Name: _____
 School: _____
 District: **DOB**
 Grade: **SY** Entered: _____
 Withdrew: _____

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS Progress Report GRADES 2-3

Parents:
 Students are encouraged to explore multiple projects, problem and decision, think, speak, write, cooperate, and evaluate the work. The teacher is a facilitator in helping the student take responsibility for learning and understanding in a secure environment where the student becomes responsible for his or her own learning and behavior.

Attendance				
Work Present				
Work Absent				
Work Late				
Work Early				
Work Missing				
Work Unexcused				
Work Excused				
Work Absent				
Work Late				
Work Early				
Work Missing				
Work Unexcused				
Work Excused				
Work Absent				

Language Arts - Reading

Level: 1 of 10 (reading/fluency/fluency/fluency/fluency)

Class: 2nd Grade

Use: Focuses Attention to Writing

Goal: Interest in Books, Stories & Poems

Book: Little, Brown: (Shannon)

Class: Language Fluency, Spelling

Topic: A Story of Story Development

Make: A Story of Story Development

Use: Focus Attention to Writing

Code: To Read for Pleasure/Pleasure

Rate: 3rd Grade

MATH

Use: Focuses Attention to Writing

Goal: Interest in Books, Stories & Poems

Book: Little, Brown: (Shannon)

Class: Language Fluency, Spelling

Topic: A Story of Story Development

Make: A Story of Story Development

Use: Focus Attention to Writing

Code: To Read for Pleasure/Pleasure

Rate: 3rd Grade

MARKING PERIOD	1	2	3	4
1				
2				
3				
4				

Language Arts - Writing

Level: 1 of 10 (writing/fluency/fluency/fluency/fluency)

Class: 2nd Grade

Use: Focuses Attention to Writing

Goal: Interest in Books, Stories & Poems

Book: Little, Brown: (Shannon)

Class: Language Fluency, Spelling

Topic: A Story of Story Development

Make: A Story of Story Development

Use: Focus Attention to Writing

Code: To Read for Pleasure/Pleasure

Rate: 3rd Grade

MARKING PERIOD	1	2	3	4
1				
2				
3				
4				

1st QUARTER COMPETENCE TEST

Parent Signature: _____ Date: _____

Teacher's Signature: _____

School/Quarter Comments: _____

Teacher's Signature: _____ Date: _____

1st QUARTER COMMENTS

Teacher's Signature: _____ Date: _____

1st QUARTER COMMENTS

Teacher's Signature: _____ Date: _____

1st QUARTER COMMENTS

Teacher's Signature: _____ Date: _____

1st QUARTER COMMENTS

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

PROGRESS REPORT

GRADES 4-5-6

1908

1909

1910

1911

1912

ATTENDANCE	1	2	3	4
DAYS PRESENT				
DAYS ABSENT				
TEACHER'S MARK				
Does	USUALLY			
Assess	SOMETIMES			
Fluently	RARELY			

PHILOSOPHY
Students are encouraged to explore and manipulate objects, question and discuss them, think, speak, work cooperatively, and share ideas. The teacher is a facilitator, providing a safe and supportive environment where the student becomes responsible for his/her own learning and behavior.

	MARKING PERIOD	MARKING PERIOD	MARKING PERIOD	MARKING PERIOD	DATE
	1	2	3	4	
SCIENCE APPLIES SCIENCE PROCESS SKILLS UNDERSTANDS UNDERSTANDING OF CONCEPTS					
HEALTH UNDERSTANDS POSITIVE QUALITIES OF SELF UNDERSTANDS KNOWLEDGE OF UNDESIRABLE BEHAVIORS, INCLUDING DRUGS MARKING CORE LIFE SKILLS AND SPECIAL SUBJECT AREAS: 1- PARTICIPATES 2- SHOWS SKILL AND PARTICIPATION IN LEARNING					
LIFE SKILLS/SOCIAL DEVELOPMENT LIFE SKILLS AS A LEARNING TOOL LIFE SKILLS: COMMUNICATING SKILLS WORKS ETHICALLY TAKES RESPONSIBILITY PARTICIPATES IN GROUPS AND COOPERATION FOLLOWS AND USES LISTENING SKILLS FOLLOWS CLASS/SCHOOL RULES FOLLOWS DIRECTORS MAKES APPROPRIATE CHOICES/DECISIONS CONTRIBUTES AS A MEMBER OF A GROUP WORKS INDEPENDENTLY USES MATERIALS APPROPRIATELY DEMONSTRATES ORGANIZATIONAL SKILLS APPLIES PROBLEM SOLVING SKILLS					
ART					
MUSIC					
PHYSICAL EDUCATION					
HOST NATION					
ARTS - READING APPLIES SCIENCE PROCESS SKILLS UNDERSTANDS UNDERSTANDING OF CONCEPTS MARKING CORE LIFE SKILLS AND SPECIAL SUBJECT AREAS: 1- PARTICIPATES 2- SHOWS SKILL AND PARTICIPATION IN LEARNING					
ARTICLES					
STUDIES					

FIRST QUARTER CONFERENCE REPORT	DATE
PARENT'S SIGNATURE	
TEACHER'S SIGNATURE	
SECOND QUARTER COMMENTS	
TEACHER'S SIGNATURE	DATE
THIRD QUARTER COMMENTS	
TEACHER'S SIGNATURE	DATE
FOURTH QUARTER COMMENTS	
TEACHER'S SIGNATURE	DATE
GRADE PLACEMENT	SY 19
TEACHER'S SIGNATURE	DATE