Learning is Our Goal!
One of the most important methods for improving student achievement is feedback.
“In progress” grades on Parent Bridge are one way District 51 middle school teachers provide students with feedback on how they are—or are not—progressing toward mastery of Grade-Level Expectations (GLE), as defined by the Colorado Academic Standards.

A few helpful definitions:
**Grade-Level Expectation (GLE):**
Knowledge and skills of a standard at each grade level that articulate progress toward high school graduation.

**Formative Assessments:** “We are practicing!”
These scores provide feedback to teachers and students during the course of learning about the gap between a student's current and desired performance so that action can be taken to close the gap.

**Summative Assessments:** “Show what you know!”
An assessment is considered summative when it is designed to provide information to be used in making judgments about a student's achievement at the end of a period of instruction. (i.e., tests, exams, final drafts, projects, or performances.)

**Communication Learning**

Curriculum
Standards are not the same as lesson plans or curriculum. Standards are the content understandings and abilities that lead a student to success beyond school.

Curriculum is an organized plan of instruction that engages students in mastering the Standards. Individual school districts are responsible for designing curriculum.

Beginning with the 2011-2012 school year, District 51 implemented a Unified Curriculum designed by Content Specialists and Teacher Leaders. This new curriculum ensures that all students in the D51 system, K-12, experience instructional content that is aligned to the CAS, and more specifically, to the Grade Level Expectations for their current grade, as detailed by the Standards.

You can view the Pacing Guide for your child’s courses by clicking on the appropriate link located at the bottom of their Parent Bridge page, below “in progress” grades.

“Grades are not about what the students earn; they are about what the students learn.”
Additional, Colorado Academic Standards (CAS) include requirements for districts to embed Post-Secondary Workforce Readiness and 21st Century Skills into students’ curriculum. These skills describe the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and/or the workforce, as well as to compete in the global economy.

Through Learning Behavior grades, D51 middle school students are assessed in each class on the following elements of the Post-Secondary Workforce Readiness skills: Collaboration, Work Ethic, Civic Responsibility, and Personal Responsibility.

**Mathematics**
1) Number Sense, Properties, and Operations
2) Patterns, Functions, and Algebraic Structures
3) Data Analysis, Statistics, and Probability
4) Shape, Dimension, and Geometric Relationships

**English Language Arts**
1) Oral Expression & Listening
2) Reading for All Purposes
3) Writing & Composition
4) Research & Reasoning

**Social Studies**
1) History
2) Geography
3) Economics
4) Civics

**Science**
1) Physical Science
2) Life Science
3) Earth Systems Science

**Computer**
1) Creativity & Innovation
2) Communication & Collaboration
3) Research & Information Fluency
4) Critical Thinking, Problem-Solving, & Decision Making
5) Digital Citizenship
6) Technology Operations & Concepts

**Art**
1) Observe & Learn to Comprehend
2) Envision & Critique to Reflect
3) Invent & Discover to Create
4) Relate & Connect to Transfer

**Physical Education**
1) Movement Competence & Understanding
2) Physical & Personal Wellness
3) Emotional & Social Wellness
4) Prevention & Risk Management

**Technology/Engineering**
1) The Nature of Technology
2) Technology & Society
3) Design
4) Abilities for a Technological World
5) The Designed World

**Proficiency Level Descriptors**

**Advanced**
The student regularly meets, and at times exceeds, the standards as described by the Grade Level Expectations.

**Proficient**
The student regularly meets the Standards as described by the Grade Level Expectations.

**Partially Proficient**
The student is beginning to, and occasionally does, meet the Standards as described by the Grade Level Expectations.

**Insufficient Evidence**
The student has not provided enough evidence to make a determination of their proficiency as described by the Grade Level Expectations.