



Reading and Understanding Your Child's Triennial Progress Reports

Reading and understanding your progress report can be a little overwhelming at first. The information provided below is intended to help you to make meaning of the information teachers and therapists are relaying within these reports.

The first thing you will see on the cover letter is a “Goal Progress Mark Legend”

Goal Progress Mark Legend		
A Achieved - The student has achieved the goal.	PG Progressing Gradually - The student is making less than anticipated progress but may still achieve the goal.	NA Not Achieved - The student has not achieved the goal.
PS Progressing Satisfactorily - The student is making satisfactory progress and is expected to achieve the goal.	PI Progressing Inconsistently - The student is making inconsistent progress and may not achieve the goal.	NI Not Introduced - The goal has not yet been introduced.
		SC See Comments
Objective/Benchmark Progress Mark Legend		
A Achieved - The student has achieved the objective/benchmark.	NI Not Introduced - The objective/benchmark has not yet been introduced.	
NA Not Achieved - The student has not achieved the objective/benchmark.	SC See Comments	
PS Progressing Satisfactorily - The student is making satisfactory progress and is expected to achieve the objective/benchmark.	PG Progressing Gradually - The student is making less than anticipated progress but may still achieve the objective/benchmark.	PI Progressing Inconsistently - The student is making inconsistent progress and may not achieve the objective/benchmark.

This legend provides information regarding the progress indicators found within the report. These indicators used to identify the levels of measured progress assessed by your child's teachers or therapists.

Two important notes:

- Progress indicators do not equate to “grades.” They are, rather, indicators of measured progress over time based on a series of assessments, observations, and student performance.

- While an indicator of “achieved,” is always the goal, it is important to remember that, our students’ varying strengths, and needs, are the ones who dictate the pace at which this is accomplished.



Within the actual progress reports, you will find the overarching, long term, **goals** followed by the subsequent, short term, measurable **objectives**.

It is not uncommon to have two to three of these overarching goals per subject, each with two to three subsequent objectives.

Goals and **objectives** are developed for special education subjects, such as Reading, Writing, and Math. They are also developed for behavioral support, related services (speech, OT, PT, etc.) and other outlined supports within the IEP.



READING		
Goal		
1. When presented with words, [redacted] will state a rhyming word, a word that starts with the same sound and count the number of syllables in the word. (Criteria: 80% success;)		
Marking Period	Code	Report of Progress
1. Dec	PG	
2. Mar	PS	
3. Jun		



Objective/Benchmark		
1.1 [redacted] will recite 26 letters of the alphabet. (Criteria: 100% success; Method: Teacher selected tasks and activities)		
Marking Period	Code	Report of Progress
1. Dec	PG	
2. Mar	PS	
3. Jun		

Objective/Benchmark		
1.2 [redacted] will clap out the number of syllables in a word and tell the teacher the number of syllables. (Criteria: 80% success; Method: Teacher selected tasks and activities)		
Marking Period	Code	Report of Progress
1. Dec	PG	
2. Mar	PS	
3. Jun	A	

This is also where you will see the **progress indicators** outlined in the aforementioned legend. Depending upon the time of the year when this progress report is being disseminated, one, two, or all three marking periods may be filled in with a code.