

The background of the slide is a chalkboard with a greenish tint. In the lower-left foreground, two pieces of pink chalk are lying on the surface. Faint white chalk drawings, including a circle, a heart, and an arrow, are visible on the board. The main title is centered in the upper half of the slide in a large, bold, teal font.

# Grade 6 Report Card Parent Information Sessions

Timberlane Regional School District  
2018

Presented By:  
Principal: Michael Flynn

Director of Secondary Curriculum: Mark Pedersen

# Introductions and Background Info.

- **Welcome!**
- **Introductions**
- **Secondary Grading and Reporting Committee**
  - *Established Spring 2015 - Reps from both schools.*
  - *Identified needs and set goals.*
  - *Explored various reporting tools.*
  - *Studied new curricula documents.*
  - *Developed purpose for reporting.*
  - *Developed performance descriptions and reporting codes.*
  - *Presented at Curriculum and Assessment Committee, TPAF, and SLT as various stages/drafts were developed for input and to ensure K-12 alignment.*
  - *Worked with grade level teams (PLCs).*



# It's Time...WHY?

- Current report card is now outdated.
- TRSD has newly adopted K-12 curriculum in all content areas.
- New curricula includes “competencies”
  - *Statements that articulate what a student should know and be able to do, as well as WHY.*
- Parents need to be informed at regular intervals throughout the school year about where their child is at on a learning progression.
- NH Dept. of Education is now requiring school districts to report out on competencies. (Competency reporting will not replace traditional grading at the Middle and High School levels, rather it will be additional information provided to parents when the time comes.)

# Hybrid Reporting:

<b>Traditional Alpha/Numeric</b>	<b>Competency-Based</b>
<p>-Grades are recorded by type of assessment (ex. test, quiz, project, lab, homework).</p>	<p>-Student achievement is recorded by competency.</p>
<p>-Assessments are considered to be tests, quizzes, etc</p>	<p>-Assessments could be broken into two categories: formative and summative</p>
<p>-Assessments report an overall grade.</p>	<p>-Assessments provide feedback which is directly tied to the standard and / or competency.</p>
<p>-Tests are sometimes “terminal” events.</p>	<p>-Competency assessments can be based on growth model.</p>
<p>-Academic achievements could be combined and reported in the student’s overall average</p>	<p>-Academic achievement is reported for each competency. Learning processes and behaviors are reported separately.</p>
<p>-Grades are calculated by different means values which could unique from teacher to teacher</p>	<p>-Competency grades are measured by using common practices at the grade/subject level.</p>



# Performance Indicators

Performance indicators describe student's demonstrated level of knowledge and skills on a progression - **leading to competency**.

- 4. Competent:** The student demonstrates an ability to consistently, independently, and accurately apply and transfer acquired knowledge and skills in new tasks at or above grade/course level.
- 3. Sufficient:** The student demonstrates an ability to apply and transfer acquired knowledge and skills in new tasks at grade/course level. Student performance is not yet consistent; guidance, support, and additional practice may be necessary. Student has sufficiently demonstrated basic competency.
- 2. Emergent:** The student demonstrates limited ability to apply and transfer acquired knowledge and skills in new tasks at grade/course level. Guidance, support, and additional practice are necessary.
- 1. Not Yet Demonstrating:** The student has not yet demonstrated the acquisition of knowledge and skills necessary for application and transfer in new tasks at grade/course level. Guidance, support, and additional practice are required.





# Teacher Developed Rubrics

- Teachers use rubrics for consistency when scoring and reporting.
- A rubric:
  - *Criteria or descriptions of student performance to represent where a student is at on a progression of learning toward the competency. (Science example, on the next slide)*
- Several pieces of evidence will be gathered over time.
- Rubrics allow for transparency and accurate reporting.

# Sample Rubric

## GRADE 6 - Physical Science

Competency	4 – Competent	3 - Sufficient	2 - Emergent	1 - Not Yet Demonstrating
<i>Students will demonstrate the ability to analyze evidence using energy and matter in order to model energy transfers.</i>	I can analyze how the energy needed to change an object's temperature is related to the object's composition(nature), mass (size), and environment.	I can estimate how the energy needed to change an object's temperature is related to the object's composition(nature), mass (size), and environment.	I can describe how energy is needed to change an object's temperature.	I can identify that an object that gets warm has gained energy.
	I can analyze, using evidence, how energy will transfer from hotter (high energy) to colder (lower energy).	I can describe how energy will transfer from hotter (high energy) to colder (lower energy).	I can identify that energy will transfer from hotter (high energy) to colder (lower energy).	I can identify that warm objects can make cold object warmer.
	I can analyze the motion of objects to determine that energy can be transferred when they touch.	I can explain the motion of objects to determine that energy can be transferred when they touch.	I can identify that, when objects touch, sometimes energy can be transferred.	I can describe that when objects touch, sometimes their motion changes.





# Work Study Practices

- Formerly referred to as learning behaviors.
- The behaviors that enhance learning achievement and promote a positive work ethic such as, but not limited to, listening and following directions, accepting responsibility, staying on task, completing work accurately, managing time wisely, showing initiative, and being cooperative.
- Behaviors necessary and expected for college, career, citizenship, and workforce.



# Work Study Practices

Teamwork

Responsibility

Management of Self

Speaking (Communication)





# Modified Curriculum

- A performance code accompanied by an asterisk (\*) indicates that the student is working at a modified grade level in the particular content area.
- The performance description (1-4), followed by the asterisk, accurately describes the student's performance on the competencies he/she is working toward, even if below grade level.



# Instruction and Assessment

Instruction and assessment have been changing gradually and will continue to progress in response to new K-12 curricula and as we gain more insight into what is needed for college and career readiness.

- Learner centered and meets students where they are on a progression of learning.
- Provides choice, voice, and student agency in deeper learning.
- Incorporates more project-based learning.
- Offers students blended and online supports for content and skill acquisition.
- Assesses competency using formative and summative assessment measures, and **performance tasks**.
- Personalizes learning through instruction designed for all learners.
- Fosters engagement, access, and rigor.



# Response to Intervention (RtI) and Enrichment Practices

**What happens when my child is in need of support or has exceeded competency for their grade level?**

- Individual Action/Learning Plans
- Relearning and reassessment
- Targeted instructional groups
- Online learning opportunities



# Work in Progress...Always!

- Questions?

*Thank you for coming!*

*We appreciate your support and feedback over  
this first year of implementation!*