New Elementary Report Card Parent Information Sessions

Timberlane Regional School District
2017

Presented By:
Elementary Report Card Committee
Principals and Assistant Principals
Classroom Teachers
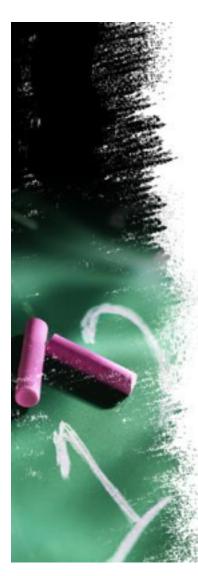Director of Data, Assessment, and Accountability

Introductions and Background Info.

- **Welcome!**
- **Introductions**
- **Elementary Grading and Reporting Committee**
  - ➢ *Established Spring 2015 - Reps from all 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- Current report card is now outdated.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.)

Performance Indicators

Performance indicators describe student's demonstrated level of <u>knowledge and skills on a progression</u> - <mark>leading to competency</mark>.

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 K- Life Science

Competency	4 – Competent	3 - Sufficient	2 - Emergent	1 - Not Yet Demonstrating
Students will demonstrate the ability to observe and describe patterns in nature in order to identify causal relationships.	I can make observations and describe how animals need food and water in order to live.	I can make observations about how animals need for food and water in order to live.	I can make observations about how animals need food and water in order to live with scaffolding.	Recognize that animals need food and water in order to live.
	I can make observations and describe how plants need water and light to live.	I can make observations about how plants need water and light to live.	I can make observations about how plants need water and light to live with scaffolding..	Recognize how plants need water and light to live.
	I can make observations and describe how humans create change in the environment.	I can make observations about how humans create change in the environment.	I can make observations about how humans create change in the environment with scaffolding.	Recognize that humans change the environment.

Timberlane Regional Elementary School Report Card

Student Name: ▬▬▬▬▬▬	Teacher Name: ▬▬▬▬	Grade: 3
Absence: T1: 0 T2: 0 T3: 0	Tardy: T1: 0 T2: 0 T3: 0	Dismissal: T1: 1 T2: 1 T3: 1

Purpose of the Report Card

The purpose of the report card is to communicate achievement of specific learning expectations and progress toward grade level competencies. It is the school district's intention to inform parents and students of learning successes and areas where improvement is needed as part of a continuous and ongoing reporting process.

Performance Code	Performance Levels	Performance Descriptors
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.
*	Modified	A performance code accompanied by an asterisk indicates that the student is working at a modified grade level in a content area.

Work-Study Practices	Tri. 1	Tri. 2	Tri. 3
Communication	3		
Creativity	3		
Collaboration			
Self-Direction			

Work-Study Practices (Teacher Comment Box)

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

Communication
- Demonstrates positive interactions with others when speaking and listening.
- Asks questions and respond to feedback from others.

Creativity
- Thinks originally and independently, and is willing to take risks.
- Thinks flexibly and considers alternatives.

Collaboration
- Respects the learning of self & others.
- Exercises flexibility and compromises.
- Contributes own ideas and strengths.
- Encourages others.

Self-Direction
- Perseveres.
- Accepts roles and responsibilities.
- Self-advocates.
- Sets goals and follows through.

Mathematics	Tri. 1	Tri. 2	Tri. 3
Number Sense	3*		
Solving	3*		
Measurement			
Data			
Geometry			

English Language Arts - Reading	Tri. 1	Tri. 2	Tri. 3
Point of View	2		
Narrative Text			
Informational Text			
Speaking and Listening			
Foundations and Fluency			

English Language Arts - Writing	Tri. 1	Tri. 2	Tri. 3
Point of View			
Narrative Writing			
Information Writing			
Foundations and Fluency			

Social Studies	Tri. 1	Tri. 2	Tri. 3
Social Studies Competencies			

Science	Tri. 1	Tri. 2	Tri. 3
Science Competencies			

Teacher Comment Box

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.

Unified Arts	Tri. 1	Tri. 2	Tri. 3
Physical Education			
Achievement			
Work Study Practices			
Comments:			
Music			
Achievement			
Work Study Practices			
Comments:			
Art			
Achievement			
Work Study Practices			
Comments:			
Technology			
Achievement			
Work Study Practices			
Comments:			

FLES	Tri. 1	Tri. 2	Tri. 3
Interpersonal Communication			
Presentational Speaking			
Presentational Writing			
Interpretive Listening			
Interpretive Reading			
Work Study Practices			
Comments:			

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!