

TRSD Report Card Purpose Statement

The purpose of the report card is to communicate with parents and students about achievement of specific learning expectations and progress toward grade level competencies as aligned with high quality curriculum standards. The report card is intended to inform parents about learning successes and areas where improvement is needed as part of a continuous and ongoing reporting process.

Performance Indicators:

- 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.

Glossary of Terminology

Competency: A statement that articulates what a student should know and be able to do, as well as why. These statements are written on a K-12 progression with an expectation that students will be able to transfer this knowledge and skills to new learning.

Formative Assessment: Various types of assessments used during the learning process to gauge student progress and help adjust instruction to support student success.

Performance Indicators: Statements that describe a student's demonstrated level of knowledge and skills leading to independent transfer of a competency.

Response to Intervention (RtI): A multi-tier approach to identify and support students with learning and behavior needs.

Rubrics: Feedback tools that identify what students "can do" as connected to the competency it is assessing. This feedback to students works to support the development of skills.

Summative Assessment: Assessments used to evaluate student learning against a competency.

Timberlane Regional School District
SAU 55
Atkinson, Danville, Plaistow, Sandown

Timberlane School District

Parent Guide for Competency Based Grading and Reporting K-5

The Timberlane Regional School District has adopted K-12 curriculum competencies in all content areas. TRSD is committed to communicating with parents and students about achievement of specific learning expectations and progress toward grade level competencies.



Instruction and Assessment in a Competency Based Model

*If we teach today's students
as we did yesterday's
We rob them of tomorrow.
~J. Dewey*

A competency based model...

- Ensures students have the knowledge, skills, and dispositions to succeed in college, career, and civic life.
- Is 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.

Work-Study Practices

“Those 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”

~ NH DOE

Timberlane Elementary educators will report out on the following Work-Study Practices separate from academics.

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.

Grade Level Competencies

Grade level competencies for each content area, Unified Arts, and FLES can be found in the TRSD curriculum documents, located under the documents tab on your school website.

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

Teachers, parents, and students work together to develop a plan to bring your child to a competent level. A multi-tier approach to identify and support learning is known as RtI or Response to Intervention. A student's RtI Action Plan may include:

- Targeted instruction in an intervention group
- Relearning and Reassessing
- Online learning opportunities