

The following items will be discussed at the meeting of the Standing Committee on Teaching, Learning and Student Supports to be held on Tuesday, June 23, 2015 at 5:30 p.m. in Room 410 at the Durkin Administration Building:

gb #2-36 -Ms. Novick/Mr. O'Connell/Mr. Monfredo (January 25, 2012)

To review the status of the curriculum review process.

gb #4-169 - Mr. O'Connell/Mr. Monfredo/Mr. Foley/Miss Ramirez (May 28, 2014)

To review the "Safe Routes to School" second grade pedestrian safety program, with a view to expanding its use within the Worcester Public Schools.

gb #4-294 - Administration (October 27, 2014)

To share information on the elementary Report Card Pilot.

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, June 23, 2015

ITEM: Ms. Novick/Mr. O'Connell/Mr. Monfredo (January 25, 2012)

To review the status of the curriculum review process.

PRIOR ACTION:

- 2-2-12 - Referred to the Standing Committee on Teaching, Learning and Student Supports.
- 2-16-12 - It was moved and voice voted to request that the Administration provide budget recommendations in connection with advisable expenditures associated with the Curriculum Renewal in each particular subject area for the 2013 fiscal year, including but not limited to staff development, curriculum materials and focused instructional coaches.
- 3-6-12 - Miss Biancheria made the following motion:
Request that the Administration forward a copy of Annex A, page 1 together with any specific dates when they are established to the Parent/Teacher Organizations, Site Councils and Citywide Parent Planning Advisory Council.
On a voice vote, the motion was approved.
- 4-10-12 - **STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS**
(Considered with gb #2-52).
Miss Biancheria made the following motion:
Request that the Administration include funding for the FY13 Arts Programs and keep in mind the importance of adequate supplies within the Visual Arts Program.
On a voice vote, the motion was approved.
(Continued on page 2).

BACKUP:

Annex A (2 pages) contains a copy of the Administration's response to report back as to whether or not "Go Math" should be recommended for adoption by the School Committee.

PRIOR ACTION (continued)

- 4-10-12 - Mr. Monfredo made the following motion:
(continued) Request that the Administration pursue options available for funding through Arts Grants and, if available, monitor and assist the members of the Visual Arts Department in applying for such grants.
On a voice vote, the motion was approved.
Mr. Monfredo made the following motion:
Request that the Minimum Admission Requirements for Admission to Massachusetts State Colleges and the University of Massachusetts, as contained in Annex A, page 7, be distributed to the PTOs and also placed on the Worcester Public Schools' website.
On a voice vote, the motion was approved.
Miss Biancheria made the following motion:
Request that the Administration prepare recommendations regarding supplementary instructional time including, but not limited to, afterschool and Saturday sessions to assist students in mastering the more rigorous requirements for admission to Massachusetts State Colleges and the University of Massachusetts as set forth by the Massachusetts Board of Higher Education.
On a voice vote, the motion was approved.
It was moved and voice voted to approve the Administration's recommendation with regard to the high school course revision requirements set forth in Annex A, pages 1 and 2.
It was moved and voice voted to hold gb #2-36 and file gb #2-52.
- 4-26-12 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as amended.
Miss Biancheria made the following motion:
Request that the Administration include funding for the FY13 Arts Programs and keep in mind the importance of adequate supplies within the Visual Arts Program.
On a voice vote, the motion was approved.
Mr. Monfredo made the following motion:
Request that the Administration pursue options available for funding through Arts Grants and, if available, monitor and assist the members of the Visual Arts Department in applying for such grants.
On a voice vote, the motion was approved.
Mr. Monfredo made the following motion:
Request that the Minimum Admission Requirements for Admission to Massachusetts State Colleges and the University of Massachusetts, as contained in Annex A, page 7, be distributed to the PTOs and also placed on the Worcester Public Schools' website.
On a voice vote, the motion was approved.

PRIOR ACTION (continued)

- 4-26-12 - Miss Biancheria made the following motion:
(continued) Request that the Administration prepare recommendations regarding supplementary instructional time including, but not limited to, afterschool and Saturday sessions to assist students in mastering the more rigorous requirements for admission to Massachusetts State Colleges and the University of Massachusetts as set forth by the Massachusetts Board of Higher Education.
On a voice vote, the motion was approved.
It was moved and voice voted to approve the Administration's recommendation with regard to the high school course revision requirements set forth in Annex A, pages 1 and 2.
It was moved and voice voted to hold gb #2-36 and file gb #2-52.
Ms. Novick suggested that the Administration review the kindergarten report card to make certain that parents receive feedback on social studies and science.
- 5-30-12 - Mrs. Leach provided a status report on the curriculum review process for the Performing Arts.
Mrs. Goldstein provided a status report on the curriculum review process for English Language Arts.
Ms. Colorio asked the Administration about the makeup of the various stakeholder groups.
Dr. Mulqueen indicated that he has a compendium which contains a detailed description of the curriculum review process including the makeup of the stakeholder groups.
HOLD.
- 1-31-13 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORT
Hold.
- 2-7-13 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as amended.
Ms. Novick requested that the math liaison do the same presentation that she did at the CPPAC for the Standing Committee on Teaching, Learning and Student Supports when the item is discussed.
It was moved and voice voted to hold the item.
- 3-27-13 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
(Considered with gb #2-227)
Dr. Rodrigues introduced the item and Dr. Meade-Montague introduced the topic of the Common Core State Standards Initiatives.

PRIOR ACTION (continued)

- 3-27-13 - Mrs. Goldstein, English Language Arts Liaison, spoke about the
(continued) Common Core State Standards Initiatives in English.
Ms. Thompson, Mathematics Liaison, spoke about the Common Core State Standards Initiatives in Mathematics.
Miss Biancheria made the following motions:
Request that the Administration provide a report as to the number of hours of Professional Development provided to teachers and other staff members who are currently working with students by site and by position for both ELA and mathematics.
Request that the Administration provide a statement as to the funding sources utilized in connection with the Professional Development programs being offered with regard to curriculum revision in both ELA and mathematics including consultants.
On a voice vote, the motions were approved.
Mr. Monfredo made the following motions:
Request that the Administration provide a report during the course of curriculum development as to what has been determined by the Administration to have worked effectively and report on a mid-year and end-of-year basis in connection with ELA and mathematics.
On a voice vote, the motion was approved.
Mr. O'Connell made the following motions:
To invite the Administration to include as backup for the Standing Committee on Teaching, Learning and Student Supports the individualized reports presented by the English Language Arts and Mathematics liaisons.
Request that the Administration provide general guidance as to timelines for review of the evolving curriculum and also a recommendation as to when the Standing Committee should meet to discuss the continuing evolution of the curriculum with phases 3, 4 and 5.
Request that the Administration include in the FY14 Budget recommendations of any particular initiatives, staff development programs or other particular resources that the Administration deems appropriate for the continuing curriculum evolution.
On a voice vote, the motions were approved.
Miss Biancheria made the following motion:
Request that the Administration provide a summary of the pilot programs at Rice Square School, Goddard School of Science and Technology and Wawecus Road School for grades 2 and 3 in June.
On a voice vote, the motion was approved.

PRIOR ACTION (continued)

- 10-29-13 - Mr. Monfredo made the following motions:
Request that the Administration provide information with regard to academic choices available within the middle schools to parents of all grade 5 and 6 students and to the students themselves in the respective schools.
Request that the Administration use Connect-Ed to notify the parents of 5th and 6th graders about activities available to them in the middle schools.
Request that the Administration provide notice to the School Committee with regard to the timing of the events and the content of the Connect-Ed notice.
On a voice vote, the motions were approved.
Miss Biancheria made the following motions:
Request that the School Committee refer to the Standing Committee on Finance and Operations the topic of issuance of additional bus passes for after school use by students in the middle schools.
Request that the Administration notify Mr. O'Neil of the WRTA regarding the feasibility of securing additional bus passes.
Request that the Administration consider establishment of supplemental arts programs at the middle school level and refer this topic to the Budget.
On a voice vote, the motions were approved.
- 11-25-13 - Dr. Rodrigues introduced Phyllis Goldstein, English Liaison, and Kathy Berube, Science Liaison, to make presentations on the status of the curriculum review process in the Worcester Public Schools.
Ms. Berube explained the next generation science standards and indicated that the frameworks have been adopted.
Miss Biancheria made the following motions:
Request that the Administration inform the School Committee regarding the on-going status of State Standardized Testing in science, indicating changes in MCAS and the science component of PARCC.
Request that the Administration forward a letter to DESE stressing the need to maintain courses in Biology, Chemistry, Physics and English as areas central to science development.
Request that the Administration provide an update on standardized testing and curricular expectations in Science.
Request that the report disseminated at the meeting be forwarded to the President of the CPPAC.
On a voice vote, the motions were approved.

PRIOR ACTION (continued)

- 9-2-14 - Tamisha Thompson made a presentation on the status of the Mathematics Curriculum Review Cycle.
Mr. O'Connell made the following motions:
Request that the Standing Committee approve the Administration's recommendation to adopt "Go Math" to be implemented as a systemwide pilot program for 2014-15.
Request that the Administration report back to the Standing Committee on Teaching, Learning and Student Supports, at the conclusion of the pilot program, as to whether or not "Go Math" should be recommended for adoption by the School Committee.
On a voice vote, the motions were approved.

Elementary Mathematics Pilot Update

In 2013-2014, the district implemented a pilot of four different mathematics resources and materials to support standards mastery at the elementary level. Seventeen schools participated in the pilot and, as a result of the implementation, Go Math! resources and materials from Houghton-Mifflin Harcourt was identified as the best match for the district.

During the 2014-2015 school year, the district implemented a district-wide pilot of Go Math! resources in all schools and the data associated with the implementation is attached.

The results of the district-wide implementation validates the findings of the 2013-2014 pilot and the district recommends the adoption of the Go Math! resources and materials for 2015-2016 and beyond.

ITEM: gb #4-169

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, June 23, 2015

ITEM: Mr. O'Connell/Mr. Monfredo/Mr. Foley/Miss Ramirez (May 28, 2014)

To review the "Safe Routes to School" second grade pedestrian safety program, with a view to expanding its use within the Worcester Public Schools.

PRIOR ACTION:

6-5-14 - Referred to the Standing Committee on Teaching, Learning and Student Supports.
Ms. Novick stated that the Safe Routes to School Task Force will present a report to the full School Committee to be referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

Annex A (3 pages) contains a copy of the Administration's response to the item.

Worcester Safe Routes to School

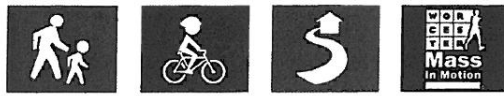
The Worcester Division of Public Health, in partnership with the Worcester Public Schools, established the Worcester Safe Routes to School Task Force to discuss and analyze the benefits of active travel to schools.

The Task Force members include the Division of Public Health, the Worcester Public Schools, City Departments, and Transportation Agencies. The Task Force developed a number of pilot programs and activities geared to enhance awareness and education of pedestrian safety education for students.

The attached Executive Summary delineates activities, pilots, and recommendations of the Safe Routes to School Task Force.

SafeRoutes

Worcester Safe Routes to School



EXECUTIVE SUMMARY

This report documents locally organized Safe Routes to School (SRTS) efforts in Worcester, Massachusetts, between January 2013 and June 2014. Audiences for this report include stakeholders such as families of school age children, school officials, elected officials, city administration officials, regional and state transportation agencies, and community members.

Background

Safe Routes to School (SRTS) is a movement to reverse the significant decline in active travel to school in the US since the 1960s. Active travel to school has multiple benefits, including increased physical activity, lifelong health habits and safety skills and improved on-time arrival. Physical activity helps boost children's attention span, reduces behavioral problems, and enhances performance on tests. SRTS activities are often categorized as Engineering, Enforcement, Encouragement, Education and Evaluation.

Activities and Findings

The Worcester SRTS Task Force employs a systems approach that promotes collaboration among sectors in an urban, low-income setting. Task Force members include Worcester Public School (WPS) units, city departments, and transportation agencies. The Task Force focuses on SRTS programs at individual schools, pedestrian safety education for students, and district-level issues.

Pilot 1: Existing Conditions Assessment

A system was established to assess walking conditions in school catchment areas to prepare for developing route maps at individual schools. We established local sources of crash, speed and crime data to inform route development.

Pilot 2: Technical Assistance to Build SRTS Programs in WPS Elementary Schools

We selected three pilot schools with the highest potential to shift travel mode from family vehicle use to walking. We developed SRTS programs at Canterbury Street School and Vernon Hill School, including walk auditing of potential routes and development of recommended route map, development of Encouragement activities such as a monthly walk to school day, and participation in pedestrian safety Education.

Pilot 3: Pedestrian Safety Education for Students

We adapted existing curricula to create a two-session training module delivered during physical education class. One classroom session and one skills training session taught walking, street crossing, and parking lot skills. The format was deemed feasible.

District-wide Issues

Evaluation: Attendance and travel mode correlations, mapping of school catchment areas.

Engineering: Process for street and sidewalk improvements near schools; signage and pavement markings near schools; bicycle racks at schools; active travel potential of proposed site design for the new Nelson Place School building.

Enforcement: Reporting snow ordinance violations on recommended school walking routes, protocol following a pedestrian crash involving a WPS student en route to or from school.

Education: Crossing guard training, bicycle safety education.

Encouragement: System for distributing notices of Encouragement opportunities through the WPS Communication and School Support Coordinator, amending WPS wellness policy to support active school travel, engaging parents through SRTS.

Recommendations

SRTS programs at individual schools

- Revise technical assistance elements and expand program to two years.
- Develop and implement application process for schools interested in technical assistance while prioritizing schools with greatest mode shift potential.

Pedestrian safety education in schools

- Revise pedestrian safety training and expand use in WPS PE.
- Explore strengthening and expanding bicycle safety education for WPS students.
- Establish options for parent / guardian pedestrian safety education.
- Establish options for child pedestrian safety training through community outlets.

District-level issues

Evaluation

- Develop and implement sustainable impact measurement of student travel mode.
- Pursue attendance and travel study.

Engineering

- Propose public works budget allocation for improvements on school walking routes.
- Conduct walk auditing at additional WPS schools to inform public works budget allocation.
- Document "SCHOOL" pavement markings at all schools in Worcester.
- Assist WPS administration with application for TAP funds for bicycle racks.

Enforcement

- Establish options for easier ordinance violation reporting by students and schools.
- Establish WPS pedestrian crash reporting protocol.
- Support pedestrian / bicyclist crash review through the CHIP.

Encouragement

- Amend WPS wellness policy to endorse active travel and SRTS.
- Establish recognition program for crossing guards.
- Expand promotion of district-wide Encouragement activities.
- Build SRTS Alliance / community support.
- Promote SRTS as a parent engagement strategy.
- Explore parent perceptions of active school travel and their pedestrian and driving behaviors.

Conclusions

Safe Routes to School in Worcester is poised to increase walking and bicycling to and from school. The Task Force has become a forum for collaboration among city departments, WPS offices and community partners that offers a model for addressing alternative transportation across the city. Future efforts should prioritize and implement the recommendations contained in this report as well as explore further opportunities.



Public Health
Prevent. Promote. Protect.

ITEM: gb #4-294

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, June 23, 2015

ITEM: Administration (October 27, 2014)

To share information on the elementary Report Card Pilot.

PRIOR ACTION:

11-6-14 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

Annex A (21 pages) contains a copy of the Administration's response to the item.

Electronic Elementary Report Card Development and Pilot Implementation

The district's student database system, SAGE, did not have the capability to generate electronic report card for elementary grade level students in grades Pre-Kindergarten to grade 6. In December of 2013, the administration convened a meeting with principals, teachers and district administration to discuss the logistics of developing an electronic report card for the elementary level. Through those discussions, a formal committee was established to develop a standards-based report card that would reflect student performance at each grade level. The committee was also charged to develop a reporting document that would facilitate parent and teacher communication and interaction relative to student performance at the school.

During the spring of 2014, three sub-committees were created to develop the following:

1. Elementary Report Card – Academic Standards for English Language Arts, Social Studies, Mathematics, Science, Performing Arts, Visual Arts, and Physical Education/Health
2. Elementary Report Card – Social Development by Grade and Work Habits by Subject Area and by Grade
3. Elementary Report Card – Guidelines for Grading to include: Grading System Legend, Priority Standards Grading Legend and Comment Section

Throughout this process, the district's Information Technology staff worked in conjunction with key members of the committee to develop the electronic version of the report card in SAGE. As a result, the district was able to implement a pilot of the electronic elementary report card in 8 schools during the 2014-2015 school year.

Schools participating in the pilot are:

Burncoat Quadrant: Clark Street School and McGrath Elementary School

Doherty Quadrant: Nelson Place School and Tatnuck Magnet School

North Quadrant: Grafton Street School and Lake View School

South Quadrant: Woodland Academy and Goddard Elementary

During the implementation phase, teachers' and principals' feedback generated a number of revisions to the report card content. These revisions were both, format and content related to ensure proper alignment of content taught in each quarter and the standards reported.

Attached, please find the roster of committee participants and copies of report cards for each grade level.

Elementary Report Card Review Committee

Grade 1 – English Language Arts

1. Carmelo Borges/Chandler Elementary
2. Meg Hewes-P/Gates Lane
3. Jessica Mercado/Norrback Ave.

Grade 2 – Science/Social Studies

1. Kate Bissett/Woodland Academy
2. Barbara Tambolleo/City View
3. Laura Weiss/Heard Street

Grade 3 – Mathematics

1. Jess Moise /Goddard
2. Karen Sullivan/Clark Street
3. Josh Torchia/Woodland Academy

Grade 4 – English Language Arts

1. Sara Cooney-P/Roosevelt
2. Karen Coyle/Chandler Magnet
3. Kerrie Plotczyk-P/Grafton Street

Grade 5 – Science/Social Studies

1. Kati Greaney/Columbus Park
2. Carolan Kasper-P/Union Hill
3. William Letendre/Flagg Street

Grade 6 – Mathematics

1. Lisa Calcagni-P/Roosevelt
2. Colleen Dyer-P/WAM
3. Gina Robertson-P-ELA/Roosevelt

Pre-K – Kindergarten

Pre-K

1. Tracy Bombard-SPED/Elm Park
2. Mary Mara/Chandler Magnet
3. Caitlin McSweeney/Lincoln Street

Kindergarten

1. Diana Johnson/McGrath Elementary
2. Diane Smith/Belmont Street
3. Kristina Young/Tatnuck Magnet

Performing Arts

1. Netta Rappaport/Gates Lane
2. Heidi Johnston/Columbus & W.T.
3. Laura Koldziejczak/Nelson Place

Physical Education/Health

1. Carol Manning/PE/Norrback
2. Meghan McDonald/PE/Goddard
3. Sandra Caron/Health/Flagg Street
4. Kara Cedrone/Health/Vernon & Wawecus

Visual Arts

1. Elizabeth Fortin/Chandler Magnet
2. Philip Olson/Union Hill
3. Michael Walden/WAM

Elementary Report Card Sub-Committee

- | | |
|--|----------------------------|
| 1. Danielle Barry/Heard Street | AP –Teaching Assistant |
| 2. Katherine Bissett/Woodland Academy | Grade 2 |
| 3. Amber Boisclair/Vernon Hill | Grade 3 |
| 4. Joanna Cackett/Grafton Street | Principal |
| 5. Sandra Caron/City View/Jacob Hiatt | Health |
| 6. Janice Engdahl/Tatnuck Magnet | Grade 1 |
| 7. Albert Ganem/DAB | Manager, Staff Development |
| 8. Kati Greaney/Columbus Park | Grade 5 |
| 9. Dolores Gribouski/DAB | Quadrant Manager |
| 10. Laura Kolodziejczak/Nelson Place | Performing Arts |
| 11. Laurie Kuczka/DAB | Director, Head Start |
| 12. Carol Manning/Norrback Ave | Physical Education |
| 13. Mary-Margaret Mara/Chandler Magnet | Pre-K |
| 14. Mary Meade-Montaque/DAB | Quadrant Manager |
| 15. Phillip Olson/Heard Canterbury | Visual Arts |
| 16. Patricia Padilla/Woodland Academy | Principal |
| 17. Gina Robertson/Roosevelt | Grade 6 |
| 18. Marco Rodrigues/DAB | Chief Academic Officer |
| 19. Bertha-Elena Rojas/DAB | Manager, ELL |
| 20. Kay Seale/DAB | Manager, Special Ed. |
| 21. Susan Teixeira/WAM | Grade 4 |
| 22. Lee Yonika/ELL Office | Instructional Focus Coach |
| 23. Keren Azoulay/Columbus Park | Intermediate Teacher |
| 24. Shauna Hoeffy/DAB | Behavior Specialist |
| 25. Anne Marie Kahn/Goddard Elementary | Behavior Specialist |
| 26. Patricia McCullough/Clark Street | Principal |
| 27. Jessica Mercado/Norrback Avenue | Primary Teacher |
| 28. Colleen O'Brien/DAB | Health & PE Liaison |
| 29. Marie Powers/Columbus Park | Primary Teacher |
| 30. Bethany Wharton/Clark Street | Instructional Coach |



[Redacted Student Name]
[Redacted Student Address]

Grade 2K Quarterly Report Card 2014-15

Student: [Redacted]

Teacher: [Redacted]

HmRm: [Redacted]

		Q1	Q2	Q3	Q4	Final
10900 - English Language Arts Overall Performance Level						
Foundational Skills	Handle books appropriately					
	Identify the beginning sound of a spoken word					
	Demonstrate letter/sound knowledge by recognizing and naming uppercase letters					
	Recognize and name letters in own name					
Reading Literature & Informational Texts	Demonstrate letter/sound knowledge by recognizing and naming lowercase letters					
	Ask and answer questions about what is read					
	Recall important details/facts from what is read					
	Retell events from a story in sequence					
Speaking & Listening	Use pictures in a book to tell a story in his/her own words					
	Listen and speak in conversations with children and familiar adults					
	Speak in order to share thoughts, feelings and ideas					
Language	Speak in complete sentences using a variety of words					
	Use question words (who, what, where, when, why and how)					
	Use new vocabulary words					
Writing	Draw pictures to share ideas					
	Dictate words to tell a story, express an opinion or give information					
19100 - Mathematics Overall Performance Level						
Problem-Solving	Make sense of problems and persevere in solving them					
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
Counting & Cardinality	Count up to 10 objects					
	Identify numerals 0-10					
Operations and Algebraic Thinking	Add objects together up to five					
	Subtract objects up to five					
Measurement & Data	Sort and classify objects by more than one attribute					
Geometry	Identify and describe squares, circles, triangles, rectangles					
29100 - Science & Technology / Engineering Overall Performance Level						
Science & Engineering Practices	Ask questions about the world around us and define problems that impact us					

		Q1	Q2	Q3	Q4	Final
Plan and Carry Out Investigations	Explore the natural and technological world					
Evaluate Information	Obtain and share evidence to support a claim					
Natural World	Explore reasons for why things change					
Life Science	Identify the characteristics of plants					
	Identify the characteristics of animals					
	Identify the characteristics of the local environment					
Earth & Space Science	Discuss characteristics of living and nonliving things					
	Discuss characteristics of weather					
	Discuss human impact on the environment					
Physical Science	Compare properties of natural and human made objects					
39100 - History & Social Science Overall Performance Level						
History and Geography	Identify sequential words, e.g. first, next, last, in stories and use them to describe a personal experience					
	Use the word because in the context of a story or personal experience					
	Demonstrate what a map/globe is					
Civics & Government	Give examples that show the meaning of the concepts of authority, fairness, justice, responsibility and rules					
	Begin to identify important American symbols					
Economics	Give examples of different types of jobs people do, including work they do at home					
Literacy	Explain why people work and things that people buy with money they earn					
	Use a combination of dictating and drawing to explain information about a social studies topic					
69200 - Visual Arts Overall Performance Level						
Creating	Engage in self-directed play with varied materials					
	Engage in self-directed creative art making					
	Share and talk about personal artwork					
Responding	Select a preferred artwork					
69300 - Music Overall Performance Level						
Performing	Explore intune singing					
	Demonstrate steady beat in hands and feet					
Creating	Participate in creative and dramatic movement					
	Participate in music activities with familiar adults and students					
89300 - Physical Education Overall Performance Level						
Movement Skills	Coordinate movements for throwing, catching, kicking					
	Manipulate small objects easily					
	Demonstrate competency in a variety of motor skills and movement patterns					
Life Long Learning Skills		Q1	Q2	Q3	Q4	
Express needs appropriately						
Care for personal needs independently						
Demonstrate self-confidence						
Take turns and shares with others						
Show concern and respect for others						
Follow rules and routines of the classroom and school						
Transition easily from one activity to another						

Attempt to resolve conflicts independently and seeks support when necessary				
Focus attention to tasks				
Follow one step directions				
Follow multi-step directions				
Use classroom materials appropriately				
Participate in a variety of tasks or activities				
Use a pencil correctly				
Use scissors correctly				

Type	Q1	Q2	Q3	Q4	Year to Date
Absent	1	0	0	0	1
Dismissed	0	0	0	0	0
Tardy	0	0	0	0	0

Q1 Comment	Q2 Comment	Q3 Comment	Q4 Comment

Key to Performance Levels			
C	Consistently	4	Exceeds Standards – Extends key concepts, processes, and skills. Consistently works beyond stated grade-level benchmarks.
U	Usually	3	Achieves Standards – Consistently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.
S	Sometimes	2	Approaching Standards – Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.
R	Rarely	1	Needs Support – Not grasping key concepts, processes, and essential skills. Area of concern that requires support.

Key to Comments			
A	Always willing to help teachers/peers	M	Needs frequent reminders to stay on task
B	Benefits from teacher proximity & prompting	N	Needs prompting to engage in discussions
C	Can be more successful if prepared for class	O	Needs support interacting with others successfully
D	Can benefit from increased organizational skills	P	Needs support to maximize time on learning
E	Comes prepared and ready to learn	Q	Needs support transitioning between activities
F	Consistently challenges him/her self	R	Needs support working in co-op learning groups
G	Contributes to the classroom discussions	S	Quality of work has improved
H	Exhibits curiosity	T	Remains focused and on tasks
I	Has made great academic gains	U	Shows initiative
J	Is creative and/or original	V	Shows leadership
K	Makes positive choices	W	Takes pride in his/her work
L	Maximizes time on learning	X	Vibrant member of the classroom



[Redacted Student Name]
[Redacted Student Address]

Grade 1K Quarterly Report Card 2014-15

Student: [Redacted]

Teacher: [Redacted]

HmRm: [Redacted]

		Q1	Q2	Q3	Q4	Final
10900 - English Language Arts Overall Performance Level						
Foundational Skills	Handle books appropriately					
	Identify the beginning sound of a spoken word					
	Demonstrate letter/sound knowledge by recognizing and naming uppercase letters					
	Recognize and name letters in own name					
Reading Literature & Informational Texts	Demonstrate letter/sound knowledge by recognizing and naming lowercase letters					
	Ask and answer questions about what is read					
	Recall important details/facts from what is read					
	Retell events from a story in sequence					
Speaking & Listening	Use pictures in a book to tell a story in his/her own words					
	Listen and speak in conversations with children and familiar adults					
	Speak in order to share thoughts, feelings and ideas					
Language	Speak in complete sentences using a variety of words					
	Use question words (who, what, where, when, why and how)					
	Use new vocabulary words					
Writing	Draw pictures to share ideas					
	Dictate words to tell a story, express an opinion or give information					
19100 - Mathematics Overall Performance Level						
Problem-Solving	Make sense of problems and persevere in solving them					
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
Counting & Cardinality	Count up to 10 objects					
	Identify numerals 0-10					
Operations and Algebraic Thinking	Add objects together up to five					
	Subtract objects up to five					
Measurement & Data	Sort and classify objects by more than one attribute					
Geometry	Identify and describe squares, circles, triangles, rectangles					
29100 - Science & Technology / Engineering Overall Performance Level						
Science & Engineering Practices	Ask questions about the world around us and define problems that impact us					

		Q1	Q2	Q3	Q4	Final
Plan and Carry Out Investigations	Explore the natural and technological world					
Evaluate Information	Obtain and share evidence to support a claim					
Natural World	Explore reasons for why things change					
Life Science	Identify the characteristics of plants					
	Identify the characteristics of animals					
	Identify the characteristics of the local environment					
Earth & Space Science	Discuss characteristics of living and nonliving things					
	Discuss characteristics of weather					
	Discuss human impact on the environment					
Physical Science	Compare properties of natural and human made objects					
39100 - History & Social Science Overall Performance Level						
History and Geography	Identify sequential words, e.g. first, next, last, in stories and use them to describe a personal experience					
	Use the word because in the context of a story or personal experience					
	Demonstrate what a map/globe is					
Civics & Government	Give examples that show the meaning of the concepts of authority, fairness, justice, responsibility and rules					
	Begin to identify important American symbols					
Economics	Give examples of different types of jobs people do, including work they do at home					
Literacy	Explain why people work and things that people buy with money they earn					
	Use a combination of dictating and drawing to explain information about a social studies topic					
69200 - Visual Arts Overall Performance Level						
Creating	Engage in self-directed play with varied materials					
	Engage in self-directed creative art making					
	Share and talk about personal artwork					
Responding	Select a preferred artwork					
69300 - Music Overall Performance Level						
Performing	Explore intune singing					
	Demonstrate steady beat in hands and feet					
Creating	Participate in creative and dramatic movement					
	Participate in music activities with familiar adults and students					
89300 - Physical Education Overall Performance Level						
Movement Skills	Coordinate movements for throwing, catching, kicking					
	Manipulate small objects easily					
	Demonstrate competency in a variety of motor skills and movement patterns					
Life Long Learning Skills		Q1	Q2	Q3	Q4	
Express needs appropriately						
Care for personal needs independently						
Demonstrate self-confidence						
Take turns and shares with others						
Show concern and respect for others						
Follow rules and routines of the classroom and school						
Transition easily from one activity to another						

Attempt to resolve conflicts independently and seeks support when necessary				
Focus attention to tasks				
Follow one step directions				
Follow multi-step directions				
Use classroom materials appropriately				
Participate in a variety of tasks or activities				
Use a pencil correctly				
Use scissors correctly				

Type	Q1	Q2	Q3	Q4	Year to Date
Absent	2	4	0	0	6
Dismissed	0	0	0	0	0
Tardy	0	0	0	0	0

Q1 Comment	Q2 Comment	Q3 Comment	Q4 Comment

Key to Performance Levels			
C	Consistently	4	Exceeds Standards – Extends key concepts, processes, and skills. Consistently works beyond stated grade-level benchmarks.
U	Usually	3	Achieves Standards – Consistently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.
S	Sometimes	2	Approaching Standards – Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.
R	Rarely	1	Needs Support – Not grasping key concepts, processes, and essential skills. Area of concern that requires support.

Key to Comments			
A	Always willing to help teachers/peers	M	Needs frequent reminders to stay on task
B	Benefits from teacher proximity & prompting	N	Needs prompting to engage in discussions
C	Can be more successful if prepared for class	O	Needs support interacting with others successfully
D	Can benefit from increased organizational skills	P	Needs support to maximize time on learning
E	Comes prepared and ready to learn	Q	Needs support transitioning between activities
F	Consistently challenges him/her self	R	Needs support working in co-op learning groups
G	Contributes to the classroom discussions	S	Quality of work has improved
H	Exhibits curiosity	T	Remains focused and on tasks
I	Has made great academic gains	U	Shows initiative
J	Is creative and/or original	V	Shows leadership
K	Makes positive choices	W	Takes pride in his/her work
L	Maximizes time on learning	X	Vibrant member of the classroom



[Redacted Student Name]

Grade 0K Quarterly Report Card 2014-15

Student: [Redacted]

Teacher: [Redacted]

HmRm: [Redacted]

		Q1	Q2	Q3	Q4	Final
10910 - English Language Arts Overall Performance Level						
Foundational Skills	Understand how print is organized					
	Identify uppercase letters					
	Identify lowercase letters					
	Identify letter sounds					
	Recognize and produce rhyming words					
	Separate and pronounce the beginning, middle and ending sounds of short words					
	Blend letter sounds					
	Read common high frequency words					
Reading Literature & Informational Texts	Ask and answer questions about key details in a text					
	Retell important details in sequence from a story					
	Read simple texts with purpose and understanding					
Speaking & Listening	Actively engage in group reading activities					
	Participate in conversations					
Language	Use question words, nouns, verbs and prepositions					
	Capitalize the first word in a sentence and the pronoun I					
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases					
	Demonstrate understanding of the organization and basic features of print					
Writing	Use drawing, dictating and/or writing to compose opinion, informative/explanatory and narrative texts					
	Participate in shared research projects					
1910 - Mathematics Overall Performance Level						
Problem-Solving	Make sense of problems and persevere in solving them					
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
Counting & Cardinality	Count to 100 by ones					
	Count to 100 by tens					
	Identify numbers 0-20					
	Count to tell the number of objects in a set					
	Compare numbers using "more/greater than", "less than", "equal to"					
Operations and Algebraic Thinking	Understand addition as putting together and adding to					
	Understand subtraction as taking apart and taking from					
	Fluently add and subtract within 5					

		Q1	Q2	Q3	Q4	Final
Number & Operations in Base Ten	Demonstrate understanding of place value					
Measurement & Data	Describe and compare measurable attributes such as length or weight					
	Classify objects and count the number in each category					
Geometry	Identify & describe squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres					
	Create and compose shapes					
2910 - Science & Technology / Engineering Overall Performance Level						
Science & Engineering Practices	Ask questions about the world around us and define problems that impact us					
Plan and Carry Out Investigations	Gather information and explain data from investigations					
Evaluate Information	Use observations as evidence to support a claim					
Natural World	Identify reasons for why things change					
Life Science	Identify the needs and cycles of plants and animals					
	Explain how plants and animals can cause changes in their environment					
Earth & Space Science	Measure, describe, and record changes in weather and temperature and identify patterns over time					
Physical Science	Investigate how changes in pushes and pulls affect the motion of objects					
	Make observations that sunlight warms materials & design a structure that reduces the sun's warming effect					
3910 - History & Social Science Overall Performance Level						
History and Geography	Identify sequential actions and phrases related to chronology and time					
	Demonstrate what a map/globe is					
	Describe the events/people celebrated during US national holidays					
Civics & Government	Identify important American symbols					
	Retell stories that highlight civic qualities					
Economics	Give examples of different kinds of jobs that people do, including the work they do at home					
	Explain why people work and things that people buy with money they earn					
Literacy	Use a combination of drawing, dictating and writing to compose informative texts					
6920 - Visual Arts Overall Performance Level						
Creating	Build skills in various media & approaches to art-making through individual and collaborative experimentation					
Presenting	Select art objects for personal portfolio and display, explaining why they were chosen					
Responding	Interpret art by identifying subject matter and describing relevant details					
Connecting	Identify the purpose of an artwork					
6930 - Music Overall Performance Level						
Performing	Engage in vocal exploration (speaking, singing, whispering, etc.) and explore in-tune singing					
	Demonstrate and label steady beat in hands and feet					
Creating	Engage in creative movement					
Responding	Identify high-low, fast-slow, long-short and loud-soft in musical examples					

		Q1	Q2	Q3	Q4	Final
8930 - Physical Education Overall Performance Level						
Movement Skills	Demonstrate competency in motor skills and movement patterns, such as hopping, skipping, running, jumping					
	Manipulate large objects easily					
Knowledge	Demonstrate knowledge/skills to achieve and maintain a health-enhancing level of physical activity and fitness					
Social Skills	Exhibit responsible personal behavior that respects self and others					

Life Long Learning Skills		Q1	Q2	Q3	Q4
Care for personal needs independently					
Portray positive approach for learning					
Accept responsibility for own behavior					
Follow the rules of the classroom and school					
Approach challenges using a variety of positive strategies					
Express needs appropriately					
Organize self and materials appropriately					
Focus attention during instruction and on tasks					
Follow one step directions					
Follow multi-step directions					
Demonstrate effort					
Respect others rights, feelings, and property					
Transition easily from one activity to another					
Use a pencil correctly					
Use scissors correctly					

Type	Q1	Q2	Q3	Q4	Year to Date
Absent	0	1	0	0	1
Dismissed	2	2	0	0	4
Tardy	0	0	0	0	0

Q1 Comment	Q2 Comment	Q3 Comment	Q4 Comment

Key to Performance Levels			
C	Consistently	4	Exceeds Standards – Extends key concepts, processes, and skills. Consistently works beyond stated grade-level benchmarks.
U	Usually	3	Achieves Standards – Consistently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.
S	Sometimes	2	Approaching Standards – Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.
R	Rarely	1	Needs Support – Not grasping key concepts, processes, and essential skills. Area of concern that requires support.

Key to Comments			
A	Always willing to help teachers/peers	M	Needs frequent reminders to stay on task
B	Benefits from teacher proximity & prompting	N	Needs prompting to engage in discussions
C	Can be more successful if prepared for class	O	Needs support interacting with others successfully
D	Can benefit from increased organizational skills	P	Needs support to maximize time on learning
E	Comes prepared and ready to learn	Q	Needs support transitioning between activities
F	Consistently challenges him/her self	R	Needs support working in co-op learning groups
G	Contributes to the classroom discussions	S	Quality of work has improved
H	Exhibits curiosity	T	Remains focused and on tasks
I	Has made great academic gains	U	Shows initiative

J	Is creative and/or original	V	Shows leadership
K	Makes positive choices	W	Takes pride in his/her work
L	Maximizes time on learning	X	Vibrant member of the classroom



[Redacted Student Name]

Grade 01 Quarterly Report Card 2014-15

Student: [Redacted]

Teacher: [Redacted]

HmRm: [Redacted]

10911 - English Language Arts Overall Performance Level		Q1	Q2	Q3	Q4	Final
Foundational Skills	Recognize the features of a sentence (first word, capitalization, ending, punctuation)					
	Distinguish between sounds, spoken words, and syllables					
	Apply phonics in decoding words					
	Read grade appropriate irregularly spelled and high frequency words					
	Read grade level text with sufficient accuracy and fluency to support comprehension					
Reading Literature	Ask and answer questions about key details in a text					
	Retell stories to demonstrate understanding					
Reading Informational Texts	Compare and contrast characters and events in and between texts					
	Use text to understand author's purpose					
	Identify and explain characteristics of various types of texts					
	Identify similarities and differences between two texts on the same topic					
Speaking & Listening	Read and comprehend grade level texts with purpose and understanding					
	Take part in a range of discussions by building on others' ideas and clearly expressing his/her own					
	Speak in complete sentences					
	Ask and answer questions to deepen understanding					
Language	Express ideas about people, places and events with relevant details, including visual displays when appropriate					
	Print upper-and lowercase letters, nouns, verb tenses, adjectives, common conjunctions, articles, prepositions					
	Produce simple and compound sentences					
	Capitalize dates, names of people, use end punctuation, commas in dates and series					
	Spell words with common spelling patterns and frequently occurring irregular words					
Writing	Determine the meaning of unknown or multiple-meaning words and phrases					
	Accurately use academic and content specific vocabulary					
	Write narratives: recount two or more sequenced events, details, temporal words to signal event order, sense of closure					
	Write informative/explanatory pieces: name a topic, supply some facts, provide closure					
	Write opinion: introduce a topic/name a book, state an opinion, supply a reason, provide closure					

		Q1	Q2	Q3	Q4	Final
	Write poems with rhyme and repetition					
	Focus on a topic and add details to strengthen writing					
1911 - Mathematics Overall Performance Level						
Problem-Solving	Make sense of problems and persevere in solving them					
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
Operations and Algebraic Thinking	Model and solve addition problems and number sentences to 20					
	Model and solve subtraction problems and number sentences to 20					
	Fluently add and subtract within 10					
	Use various strategies to add and subtract					
Number & Operations in Base Ten	Count verbally and in writing to 120 starting at any number					
	Compose and decompose two-digit numbers using tens and ones					
	Understand and explain the value of each digit in a two-digit number; compare two two-digit numbers using >, < or =					
	Add and subtract multiples of 10					
Measurement & Data	Tell time to the hour and half hour					
	Identify all U.S. coins and their values; determine the value of a collection of common coins					
	Measure and compare lengths in non-standard units					
	Organize and interpret data					
Geometry	Identify and describe shapes using their defining attributes					
	Partition circles and rectangles into two and four equal parts ("halves" and "fourths")					
2911 - Science & Technology / Engineering Overall Performance Level						
Science & Engineering Practices	Ask questions about the world around us and identify problems that impact us					
Plan and Carry Out Investigations	Gather, analyze and communicate information from investigations					
Evaluate Information	Use information from text/print, media and investigations as evidence to support a claim or an argument					
Natural World	Predict outcomes based on patterns or observed characteristics					
Earth & Space Science	Identify daily and seasonal patterns including day length, temperature and weather					
Physical Science	Explain how light and sound move through different materials					
Engineering	Define and develop multiple solutions to a problem					
Life Science	Compare different species of animals and plants and explain how each interacts with their environment					
3911 - History & Social Science Overall Performance Level						
History and Geography	Use calendars to identify seasons/time sequence; days, weeks, months, and years					

		Q1	Q2	Q3	Q4	Final
	Identify specific geographic locations on a map and globe					
	Understand the reasons for celebrating national and state holidays					
Civics & Government	Identify the current President of the United States and the job of the president					
	Identify and explain the meaning of American national symbols					
	Explain that America is a combination of many different people and religions					
Economics	Give examples of goods and services people buy and use					
	Give examples of economic choices people make					
Literacy	Write informative/explanatory text naming a topic in social studies, supply some facts and provide a sense of closure					
6921 - Visual Arts Overall Performance Level						
Creating	Explore uses of materials and tools to create works of art or design					
Presenting	Identify where art is displayed both in and outside of school					
Responding	Interpret art by categorizing subject matter and identifying the characteristics of form					
Connecting	Understand that people from different places and times have made art for a variety of reasons					
6931 - Music Overall Performance Level						
Performing	Select and perform songs to demonstrate in tune singing					
	Master steady beat awareness					
	Perform known rhythmic concepts with accuracy					
Responding	Decode and read beginning rhythms and rhythmic concepts					
8931 - Physical Education Overall Performance Level						
Movement Skills	Demonstrate competency in a variety of motor skills and movement patterns					
Knowledge	Demonstrate knowledge/skills to achieve and maintain a health-enhancing level of physical activity and fitness					
Social Skills	Exhibit responsible personal behavior that respects self and others					
Life Long Learning Skills		Q1	Q2	Q3	Q4	
Portray positive approach for learning						
Respect others rights, feelings, and property						
Accept responsibility for own behavior						
Transition appropriately from one activity to another						
Follow the rules of the classroom and school						
Approach challenges using a variety of positive strategies						
Organize self and materials appropriately						
Focus attention during instruction and on tasks						
Follow one step directions						
Follow multi-step directions						
Demonstrate effort						
Work cooperatively with peers						
Work independently						
Fulfill homework requirements with support						

Type	Q1	Q2	Q3	Q4	Year to Date
Absent	1	0	0	0	1
Dismissed	0	0	0	0	0
Tardy	0	1	0	0	1
Q1 Comment	Q2 Comment	Q3 Comment	Q4 Comment		
Key to Performance Levels					
C	Consistently	4	Exceeds Standards – Extends key concepts, processes, and skills. Consistently works beyond stated grade-level benchmarks.		
U	Usually	3	Achieves Standards – Consistently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.		
S	Sometimes	2	Approaching Standards – Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.		
R	Rarely	1	Needs Support – Not grasping key concepts, processes, and essential skills. Area of concern that requires support.		
Key to Comments					
A	Always willing to help teachers/peers	M	Needs frequent reminders to stay on task		
B	Benefits from teacher proximity & prompting	N	Needs prompting to engage in discussions		
C	Can be more successful if prepared for class	O	Needs support interacting with others successfully		
D	Can benefit from increased organizational skills	P	Needs support to maximize time on learning		
E	Comes prepared and ready to learn	Q	Needs support transitioning between activities		
F	Consistently challenges him/her self	R	Needs support working in co-op learning groups		
G	Contributes to the classroom discussions	S	Quality of work has improved		
H	Exhibits curiosity	T	Remains focused and on tasks		
I	Has made great academic gains	U	Shows initiative		
J	Is creative and/or original	V	Shows leadership		
K	Makes positive choices	W	Takes pride in his/her work		
L	Maximizes time on learning	X	Vibrant member of the classroom		



[Redacted Student Name]

Grade 02 Quarterly Report Card 2014-15

Student: [Redacted]

Teacher: [Redacted]

HmRm: [Redacted]

10912 - English Language Arts Overall Performance Level		Q1	Q2	Q3	Q4	Final
Foundational Skills	Read with sufficient accuracy to support comprehension					
	Read grade level text with fluency to support comprehension					
	Decode long and short vowels when reading regularly spelled one- and two-syllable words					
	Decode words with common prefixes and suffixes					
Reading Literature	Read grade-appropriate irregularly spelled words					
	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of a text					
	Describe how characters respond to major events and challenges, express their point of view, and are the same or different					
Reading Informational Texts	Compare and contrast two versions of the same story on the same topic					
	Determine topic and main purpose of text					
	Describe the overall structure of a text					
Speaking & Listening	Know and explain how text features aid comprehension					
	Describe key ideas or details from a text read aloud or information presented orally or through other media					
	Participate in collaborative conversations, following rules for discussion					
Language	Ask and answer questions about what a speaker says to gather additional information or deepen understanding					
	Tell a story or share an experience with facts and details using complete sentences and a clear, audible voice					
	Use correct grammar when writing or speaking: collective and plural nouns, pronouns, past tense, adjectives and adverbs					
	Produce complete simple and compound sentences					
	Capitalize proper nouns, use commas in letters and use apostrophes in contractions and possessives					
	Apply spelling patterns and use resources to correct					
Writing	Determine the meaning of unknown and multiple-meaning words					
	Interpret figurative language, determine word relationships and word meanings					
	Use new words and phrases, including adjectives and adverbs (descriptive words)					
	Write narrative pieces: recount an event, include details, use temporal words, use dialogue, provide closure					
	Write informative/explanatory pieces: Introduce topic, use facts and definitions to develop, provide conclusion					

		Q1	Q2	Q3	Q4	Final
	Write opinion pieces: introduce topic/book, state opinion, supply reasons, use linking words, provide conclusion					
	Focus on a topic and strengthen it with details, facts or reasons					
	Publish writing using a variety of digital tools					
1912 - Mathematics Overall Performance Level						
Problem-Solving	Make sense of problems and persevere in solving them					
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
Operations and Algebraic Thinking	Use addition and subtraction within 100 to solve 1- and 2-step word problems					
	Fluently add/subtract within 20 using mental strategies					
Number & Operations in Base Ten	Write an equation to express the total amount of objects in a rectangular array as a sum of equal addends					
	Understand and explain place value and its patterns to 1000					
	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form					
Measurement & Data	Understand and explain the value of each digit in a three-digit number; compare two three-digit numbers using >, < or =					
	Add and subtract within 100 fluently					
	Use place value strategies to add and subtract within 1000					
Geometry	Measure and estimate lengths in inches, feet, centimeters and meters, or in nonstandard units					
	Solve word problems involving lengths using addition and subtraction					
	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.					
	Solve word problems involving dollar bills, quarters, dimes, nickels and pennies					
2912 - Science & Technology / Engineering Overall Performance Level	Generate measurement data and represent a data set with a bar graph or picture graph					
	Identify and draw shapes and their attributes					
Science & Engineering Practices	Partition circles and rectangles into equal parts using fractions and whole parts ("halves", "thirds", "fourths")					
Plan and Carry Out Investigations	Ask questions about the world around us and identify problems that impact us					
Evaluate Information	Explore the world around us, collect and analyze data from investigations and communicate findings					
Earth & Space Science	Use observations, data and information obtained from text/print and other media as evidence to support claims or arguments					
	Demonstrate understanding and knowledge of air and weather					
	Demonstrate understanding and knowledge of earth's surface					

		Q1	Q2	Q3	Q4	Final
	Demonstrate understanding of patterns observed in the world around us					
Physical Science	Describe properties of matter and motion of objects					
Technology & Engineering	Identify tools and simple machines used for a specific purpose					
	Identify characteristics of and uses for natural materials and human made objects					
Life Science	Identify the characteristics, cycles, and interactions of living things in their environment					
3912 - History & Social Science Overall Performance Level						
History and Geography	Use calendars, words and phrases related to time and causation, and historical timelines					
	Use maps and globes					
	Identify continents, oceans, major rivers and major mountain ranges in the world					
Civics & Government	Explain rights and responsibilities of United States citizens					
	Understand that America is a combination of traditions and cultures from around the world					
	Give examples of the qualities of good leaders and good citizens					
Economics	Understand and give examples of the local economy-goods/services, buyers/sellers, producers/consumers					
Literacy	Write informative/explanatory text on a topic in social studies: use facts/definitions and provide a concluding statement					
6982 - Visual Arts Overall Performance Level						
Creating	Experiment with various materials and tools to explore personal interests in a work of art or design					
Presenting	Categorize artwork based on a theme or concept for an exhibit					
Responding	Use learned art vocabulary to express preferences about artwork					
	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form					
Connecting	Create works of art about events in home, school, or community life					
6992 - Music Overall Performance Level						
Performing	Select and perform songs to demonstrate in tune singing independently					
	Collaboratively engage in movement and improvisatory activities					
Creating	Interpret known rhythms and beginning melodic concepts					
Responding	Analyze musical examples through the use of dynamics and tempo vocabulary					
	Explore musical structure through formal analysis					
8912 - Physical Education Overall Performance Level						
Movement Skills	Demonstrate competency in a variety of motor skills and movement patterns					
Knowledge	Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness					

		Q1	Q2	Q3	Q4	Final
Social Skills	Exhibit responsible personal behavior that respects self and others					
Life Long Learning Skills		Q1	Q2	Q3	Q4	
	Respect others rights, feelings, and property					
	Transition appropriately from one activity to another					
	Follow the rules of the classroom and school					
	Accept responsibility for own behavior					
	Approach challenges using a variety of positive strategies					
	Organize self and materials appropriately					
	Follow one step directions					
	Follow multi-step directions					
	Demonstrate effort					
	Work cooperatively with peers					
	Work independently					
	Fulfill homework requirements with support					
		Q1	Q2	Q3	Q4	Year to Date
	Absent	1	0	0	0	1
	Dismissed	1	0	0	0	1
	Tardy	0	0	0	0	0
	Q1 Comment	Q2 Comment		Q3 Comment		Q4 Comment
Key to Performance Levels						
C	Consistently	4	Exceeds Standards – Extends key concepts, processes, and skills. Consistently works beyond stated grade-level benchmarks.			
U	Usually	3	Achieves Standards – Consistently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.			
S	Sometimes	2	Approaching Standards – Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.			
R	Rarely	1	Needs Support – Not grasping key concepts, processes, and essential skills. Area of concern that requires support.			
Key to Comments						
A	Always willing to help teachers/peers			M	Needs frequent reminders to stay on task	
B	Benefits from teacher proximity & prompting			N	Needs prompting to engage in discussions	
C	Can be more successful if prepared for class			O	Needs support interacting with others successfully	
D	Can benefit from increased organizational skills			P	Needs support to maximize time on learning	
E	Comes prepared and ready to learn			Q	Needs support transitioning between activities	
F	Consistently challenges him/her self			R	Needs support working in co-op learning groups	
G	Contributes to the classroom discussions			S	Quality of work has improved	
H	Exhibits curiosity			T	Remains focused and on tasks	
I	Has made great academic gains			U	Shows initiative	
J	Is creative and/or original			V	Shows leadership	
K	Makes positive choices			W	Takes pride in his/her work	
L	Maximizes time on learning			X	Vibrant member of the classroom	



[Redacted Student Name]

Grade 03 Quarterly Report Card 2014-15

Student: [Redacted]

Teacher: [Redacted]

HmRm: [Redacted]

		Q1	Q2	Q3	Q4	Final
10913 - English Language Arts Overall Performance Level						
Foundational Skills	Describe how prefixes and suffixes change the meaning of the root; break apart unknown words with three or more syllable chunks					
	Read grade level text accurately					
	Read fluently (easy, smooth, automatic) to support comprehension					
Reading Literature	Retell stories, explain the central message, lesson, and/or moral using key details					
	Ask and answer questions from a text					
	Compare and contrast themes, settings and plots of two stories					
	Describe characters in a story, explain how their actions contribute to the sequence of events					
	Determine point of view; explain how own point of view is similar/different from the narrator, character, or author					
	Use reading strategies to understand difficult text					
	Use text features and search tools to quickly locate information on a topic					
Reading Informational Texts	Identify the main ideas and how key details from the text support the main idea					
	Use strategies and resources to determine meaning of academic and content specific words					
	Compare and contrast key details in two texts on the same topic					
Language	Use commas and quotation marks in dialogue, spell high frequency and base words with suffixes and use reference materials					
	Determine the meaning of unknown and multiple-meaning words					
	Interpret figurative language, determine word relationships and word meaning					
	Spell high frequency words and other studied words; consult references to check and correct spelling					
	Use coordinating and subordinating conjunctions to produce simple, compound and complex sentences					
	Accurately use conversational, academic, and content specific words including words that signal spatial and temporal relationships					
Writing	Write a narrative: introduce narrator, character, and situation, put events in order, develop events using dialogue and description, provide closure					
	Write an informative/explanatory piece: introduce topic, use facts and definitions, use linking words and phrases, and provide conclusion					

		Q1	Q2	Q3	Q4	Final
	Write an opinion piece: state an opinion, supply reasons to support opinion, use linking words and phrases, and provide conclusion					
	Produce writing that reveals development and organization (revision and editing) with guidance and support					
	Produce short research projects on topics; take notes on sources, sort information into provided categories					
	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail					
	Report on a topic or text, tell a story or recount an experience with facts and relevant descriptive details, speaking clearly					
1913 - Mathematics Overall Performance Level						
Problem-Solving	Make sense of problems and persevere in solving them					
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
Operations and Algebraic Thinking	Represent and solve problems involving multiplication and division					
	Understand properties of multiplication and the relationship between multiplication and division					
	Multiply and divide within 100 fluently					
	Solve two-step problems involving the four operations					
Fractions	Explain any unit fraction (1/b) as one part of a whole with b parts					
	Understand fractions as numbers on the number line					
	Use models to show and explain equivalent fractions and whole numbers as fractions; compare fractions using >, < or =					
Measurement & Data	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects					
	Measure lengths using rulers at halves and fourths of an inch					
	Understand concepts of perimeter and area and relate them to multiplication and to addition					
	Solve problems involving perimeter					
2913 - Science & Technology Overall Performance Level						
Science & Engineering Practices	Ask questions about the world around us and define problems that could be solved with technological solutions					
Plan and Carry Out Investigations	Obtain, analyze, interpret, and communicate information from investigations					
Evaluate Information	Use observations, data, and information obtained from text/print and other media as evidence to support a claim or present an argument					
Earth & Space Science	Demonstrate an understanding of rocks, minerals, soil					
	Demonstrate an understanding of weather, water cycle					
	Demonstrate an understanding of seasons, moon, and solar system					
Physical Science	Demonstrate an understanding of properties of matter					

		Q1	Q2	Q3	Q4	Final
	Demonstrate an understanding of energy, electricity, magnetism					
	Demonstrate an understanding of motion of objects					
Technology & Engineering	Demonstrate an understanding and knowledge of simple machines					
Life Science	Demonstrate understanding of the characteristics of plants and animals					
	Demonstrate understanding of adaptations and behaviors, and life cycles					
	Demonstrate understanding of habitats and ecosystems					
3913 - History & Social Science Overall Performance Level						
History and Geography	Explain the background and importance of the Wampanoags, Pilgrims and Puritans					
	Identify specific geographic locations relative to early Colonial history					
	Explain the importance of historical artifacts and primary sources					
	Explain the important political, economic, and military developments leading up to and during the American Revolution					
Civics & Government	Understand and explain the purpose of governments					
	Identify key American documents					
	Give examples of ways citizens can participate in local government					
Economics	Explain the purpose and uses of taxes					
	Understand barter and trade					
Literacy	Write informative/explanatory texts to examine a topic in social studies: convey information clearly, provide facts, definitions and a conclusion					
6923 - Visual Arts Overall Performance Level						
Creating	Create personally satisfying artwork using a variety of artistic processes and materials					
	Elaborate visual information by adding details in an artwork to enhance emerging meaning					
Presenting	Identify exhibit space and prepare works of art including artists' statements for presentation					
Responding	Evaluate work based on given criteria					
Connecting	Develop a work of art based on observations of surroundings					
6933 - Music Overall Performance Level						
Performing	Select and perform songs to demonstrate in tune singing with expanded range					
Creating	Create musical responses using the do pentatonic scale					
	Perform known rhythmic and melodic phrases on a variety of classroom instruments					
Responding	Collaboratively explore part work to understand complex musical structure					
	Respond to musical examples using music vocabulary					
8913 - Physical Education Overall Performance Level						
Movement Skills	Apply knowledge of concepts, principles, and tactics related to motor skills, movement patterns and performance					

		Q1	Q2	Q3	Q4	Final
Knowledge	Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness					
Social Skills	Exhibit responsible personal behavior that respects self and others					

Life Long Learning Skills	Q1	Q2	Q3	Q4
Portray positive approach for learning				
Respect others rights, feelings, and property				
Transition appropriately from one activity to another				
Follow the rules of the classroom and school				
Accept responsibility for own behavior				
Approach challenges using a variety of positive strategies				
Organize self and materials appropriately				
Focus attention during instruction and on tasks				
Follow one step directions				
Follow multi-step directions				
Demonstrate effort in every subject area				
Work cooperatively with peers				
Work independently				
Fulfill homework requirements with support				
Demonstrate good study habits				

Type	Q1	Q2	Q3	Q4	Year to Date
Absent	2	1	0	0	3
Dismissed	2	1	0	0	3
Tardy	4	10	0	0	14
Q1 Comment	Q2 Comment	Q3 Comment	Q4 Comment		

Key to Performance Levels			
C	Consistently	4	Exceeds Standards – Extends key concepts, processes, and skills. Consistently works beyond stated grade-level benchmarks.
U	Usually	3	Achieves Standards – Consistently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.
S	Sometimes	2	Approaching Standards – Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.
R	Rarely	1	Needs Support – Not grasping key concepts, processes, and essential skills. Area of concern that requires support.

Key to Comments			
A	Always willing to help teachers/peers	M	Needs frequent reminders to stay on task
B	Benefits from teacher proximity & prompting	N	Needs prompting to engage in discussions
C	Can be more successful if prepared for class	O	Needs support interacting with others successfully
D	Can benefit from increased organizational skills	P	Needs support to maximize time on learning
E	Comes prepared and ready to learn	Q	Needs support transitioning between activities
F	Consistently challenges him/her self	R	Needs support working in co-op learning groups
G	Contributes to the classroom discussions	S	Quality of work has improved
H	Exhibits curiosity	T	Remains focused and on tasks
I	Has made great academic gains	U	Shows initiative
J	Is creative and/or original	V	Shows leadership
K	Makes positive choices	W	Takes pride in his/her work
L	Maximizes time on learning	X	Vibrant member of the classroom



[Redacted Student Name]

Grade 04 Quarterly Report Card 2014-15

Student: [Redacted]

Teacher: [Redacted]

HmRm: [Redacted]

10914 - English Language Arts Overall Mark		Q1	Q2	Q3	Q4	Final
Foundational Skills	Apply grade level phonics and word analysis skills in decoding words					
Reading Literature	Explain what the text says when referring to details in the piece					
	Determine the theme of a piece of literature; summarize					
	Describe in depth a character, setting, or event in a story drawing on specific details in the text					
	Compare/contrast the point of view, theme and genre					
Reading Informational Texts	Read grade level text with sufficient accuracy and fluency to support comprehension					
	Identify the main idea and how key details from the text support the main idea; summarize					
	Explain events, procedures, ideas or concepts including what happened and why, based on specific information in the text					
	Determine meaning of content words or phrases to show understanding					
Speaking & Listening	Interpret information from text features (charts, time lines, graphs)					
	Describe the overall structure of events, ideas, concepts or information in a text					
	Participate in discussions; stay on topic; link to remarks of others, explain own ideas and what was learned					
Language	Report on a topic or text, tell a story or recount an experience with facts and details that support main ideas, speaking clearly					
	Use complete sentences and recognize fragments and run-ons					
	Use capitalization, punctuation and correct spelling when writing					
	Determine the meaning of unknown and multiple-meaning words using context clues, prefixes, suffixes, root-words; use reference materials					
Writing	Interpret figurative language; determine word relationships and word meanings					
	Use grade-appropriate conversational, academic, and content specific words and phrases Accurately					
	Write a narrative: establish the situation, the narrator/characters and sequence, use dialogue and description, transitional words and sensory details					
	Write to explain: introduce a topic, group related information; include text features; develop topics, provide conclusion					

		Q1	Q2	Q3	Q4	Final
	Write an opinion: introduce topic and opinion, organize ideas, give reasons supported, link opinions and provide conclusion					
	Develop and strengthen writing by planning, revising, editing and publishing					
	Produce research projects by investigating of a topic; take notes and categorize information; list sources used, give evidence					
1914 - Mathematics Overall Mark						
Problem-Solving	Make sense of problems and persevere in solving them					
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
Operations and Algebraic Thinking	Use the four operations to solve multi-step word problems, and explain his/her reasoning					
Number & Operations in Base Ten	Use place value understanding to read, write, compare, and round multi-digit numbers					
	Add and subtract multi-digit whole numbers fluently using the standard algorithm					
	Multiply up to a four-digit number by a one-digit number, and multiply two two-digit numbers					
Fractions	Divide a four-digit number by a one-digit number					
	Compare, order and find equivalent fractions					
	Add and subtract fractions and mixed numbers with like denominators					
Measurement & Data	Express a fraction with denominator 10 or 100 as a decimal; compare and order decimals					
Geometry	Solve problems involving measurement and data					
	Draw and identify lines and angles, and classify shapes by properties of their lines and angles					
2914 - Science & Technology Overall Mark						
Science & Engineering Practices	Define and solve problems using science and engineering practices					
Plan and Carry Out Investigations	Obtain, analyze, interpret, and communicate information from investigations					
Evaluate Information	Use observations/data from investigations and information obtained from text and media as evidence to support a claim or present an argument					
Earth & Space Science	Use observations/data from investigations and information obtained from text and media as evidence to support a claim or present an argument					
	Demonstrate understanding of rocks and minerals					
	Demonstrate understanding of earth's surface					
Physical Science	Demonstrate understanding of water cycle					
	Demonstrate understanding of properties of matter					
	Demonstrate understanding of sound					
	Demonstrate understanding of electricity					
Technology & Engineering	Demonstrate understanding and knowledge of simple machines and tools					
Life Science	Demonstrate understanding of life cycles and adaptations of living things					
	Demonstrate understanding of ecosystems					
3914 - History & Social Science Overall Mark						

		Q1	Q2	Q3	Q4	Final
History and Geography	Identify specific geographic locations/historical events in the United States					
	Identify specific geographic locations/historical events in Canada					
	Identify specific geographic locations/historical events in Mexico					
	Identify specific geographic locations/historical events in Central America and the Caribbean					
Civics & Government	Identify the path to United States citizenship for immigrants					
	Identify the major rights of United States citizens					
Economics	Define and give examples of natural resources in the United States					
	Give examples of resources and explain how scarcity compels communities to make choices about goods and services					
	Give examples of how the interaction of buyers and sellers influences the prices of goods and services in the market					
Literacy	Write informative/explanatory texts to examine a topic in social studies: convey information clearly, provide facts, definitions and a conclusion					
6914 - Music Overall Mark						
Performing	Select, analyze and perform songs to demonstrate in tune singing within the range of a 6th					
	Perform known rhythmic and melodic phrases on soprano recorder					
Responding	Identify letter names on the treble clef: E, G A B C D E'					
	Respond, in writing, to own performances using music vocabulary					
Creating	Analyze and interpret known rhythmic and melodic elements on traditional staff notation					
6924 - Visual Arts Overall Mark						
Creating	Set goals collaboratively and create artworks that are meaningful and have purpose to the makers					
Presenting	Compare and contrast purposes of art museums, art galleries, and other venues and the types of personal experiences they provide					
Responding	Interpret art by referring to contextual information, and analyzing relevant subject matter, characteristics of form, and use of media					
Connecting	Create works of art that reflect community cultural traditions					
8914 - Physical Education Overall Mark						
Movement Skills	Apply knowledge of concepts, principles, and tactics related to motor skills, movement patterns and performance					
Knowledge	Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness					
Social Skills	Exhibit responsible personal behavior that respects self and others					
8924 - Health Education Overall Mark						
Health Education	Identify non-violent strategies to manage or resolve conflict					

		Q1	Q2	Q3	Q4	Final
	List and choose a healthy option when making a health-related decision					
Life Long Learning Skills		Q1	Q2	Q3	Q4	
Portray positive approach for learning						
Work independently						
Ask for help when needed						
Organize work place and materials						
Turn in neat, legible work						
Complete and return homework assignments when due						
Follow rules, procedures, and directions						
Approach challenges using a variety of positive strategies						
Respect others rights, feelings, and property						
Work cooperatively with peers						
Accept and learn from redirection						
Type	Q1	Q2	Q3	Q4	Year to Date	
Absent	0	1	0	0	1	
Dismissed	0	1	0	0	1	
Tardy	0	4	0	0	4	
Q1 Comment	Q2 Comment		Q3 Comment		Q4 Comment	
Key to Performance Levels						
C	Consistently		A	90 - 100		
U	Usually		B	80 - 89		
S	Sometimes		C	70 - 79		
R	Rarely		D	65 - 69		
			F	0-64		
Key to Comments						
A	Always willing to help teachers/peers		M	Needs frequent reminders to stay on task		
B	Benefits from teacher proximity & prompting		N	Needs prompting to engage in discussions		
C	Can be more successful if prepared for class		O	Needs support interacting with others successfully		
D	Can benefit from increased organizational skills		P	Needs support to maximize time on learning		
E	Comes prepared and ready to learn		Q	Needs support transitioning between activities		
F	Consistently challenges him/her self		R	Needs support working in co-op learning groups		
G	Contributes to the classroom discussions		S	Quality of work has improved		
H	Exhibits curiosity		T	Remains focused and on tasks		
I	Has made great academic gains		U	Shows initiative		
J	Is creative and/or original		V	Shows leadership		
K	Makes positive choices		W	Takes pride in his/her work		
L	Maximizes time on learning		X	Vibrant member of the classroom		



[Redacted Student Information]

Grade 05 Quarterly Report Card 2014-15

Student: [Redacted]

Teacher: [Redacted]

HmRm: [Redacted]

10915 - English Language Arts Overall Mark		Q1	Q2	Q3	Q4	Final
Foundational Skills	Apply grade-level phonics and word analysis skills to read unfamiliar words					
	Read grade-level text with sufficient fluency to support comprehension					
Reading Literature	Quote accurately from text when explaining meaning					
	Use details in a text to determine theme					
	Compare and contrast elements of fiction in a text					
	Describe how a narrator's or speaker's point of view influences how events are described					
Reading Informational Texts	Determine the meaning of words in context					
	Quote accurately from text when explaining meaning					
	Analyze multiple accounts of the same event or topic					
	Explain logic of text organization					
	Analyze visual and multimedia elements					
Speaking & Listening	Determine main ideas and how they are supported					
	Analyze multiple accounts of the same event or topic					
	Integrate information from several texts including digital sources on the same topic					
Language	Participate in discussions: prepared with required reading; contributes to the discussion and draws conclusions					
	Report on a topic or text or present an opinion with support, sequence ideas logically, and speak clearly					
Writing	Demonstrate command of the conventions of Standard English punctuation, capitalization and spelling when writing					
	Expand, combine and reduce sentences for meaning, interest and style					
	Determine the meaning of unknown and multiple meaning words through context clues, Greek and Latin affixes and roots and references					
	Demonstrate understanding of figurative language, word relationships and nuances in word meanings					
Writing	Write narratives: establish a situation, narrator and/or characters and events; use techniques, transitional words and details, provide conclusion					
	Write informative/explanatory texts: introduce topic, provide focus, group information logically, use text features, provide conclusion					
	Write opinion pieces: introduce a topic or text; state opinion, create logical organization, use facts and details, link reasons, provide conclusion					
	Use technology to produce and publish					

		Q1	Q2	Q3	Q4	Final
	Conduct short research projects that use several sources to build knowledge					
	Develop and strengthen writing by planning, revising, editing, rewriting or trying new approaches					
1915 - Mathematics Overall Mark						
Problem-Solving	Make sense of problems and persevere in solving them					
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
Number & Operations in Base Ten	Use understanding of place value to read, write, compare and round decimals					
	Multiply multi-digit whole numbers fluently using the standard algorithm					
	Divide multi-digit whole numbers					
Operations and Algebraic Thinking	Add and subtract decimals to hundredths					
	Multiply and divide decimals to hundredths					
Fractions	Write and interpret numerical expressions					
	Add and subtract fractions and mixed numbers with unlike denominators					
Measurement & Data	Multiply and divide fractions using visual models or the standard algorithm					
	Use the number sense of fractions to solve problems and assess the reasonableness of answers					
2915 - Science & Technology Overall Mark						
Science & Engineering Practices	Understand concepts of volume and relate volume to multiplication and addition					
Plan and Carry Out Investigations	Pose questions about the natural and technological world. Incorporate science and engineering practices to solve problems					
Evaluate Information	Obtain, analyze, interpret, and communicate information from investigations					
Earth & Space Science	Use observations, data and information obtained from text/print and other media as evidence to support a claim or present an argument					
	Demonstrate understanding of rocks, earth's history, changes to earth's surface					
	Demonstrate understanding of water cycle, weather and climate					
Physical Science	Demonstrate understanding of earth and moon relationship, solar system					
	Demonstrate understanding of properties of matter					
Technology & Engineering	Demonstrate understanding of forms of energy, electricity, magnetism					
	Develop a solution to an engineering problem					
Life Science	Demonstrate understanding of classification of living things					
	Demonstrate understanding of structures/adaptations in plants and animals					
	Demonstrate understanding of energy and changes in ecosystems					

		Q1	Q2	Q3	Q4	Final
3915 - History & Social Science Overall Mark						
History and Geography	Use maps and globes to identify locations, identify specialized maps and compare the world before the Age of Exploration to changes in later years					
	Describe Pre Columbian civilizations of the new world and European exploration, colonization and settlement to 1700					
	Understand and give examples of the political, intellectual and economic growth of the colonies, 1700-1775					
	Describe the events of the American Revolution and the formation of a federal government under the Constitution 1775-1789					
Civics & Government	Explain the principals and institutions of American constitutional government					
	Describe the first four presidencies and the growth of the republic of the United States to 1820					
Economics	Give examples of how people save money and the advantages and disadvantages of each					
	Define profit and describe how profit is an incentive for entrepreneurs					
	Give examples of how supply and demand affected prices in colonial history					
Literacy	Write texts to examine a topic in social studies, provide facts, definitions, quotations, write details, link ideas and provide a conclusion					
6915 - Music Overall Mark						
Performing	Select, analyze and perform songs to demonstrate in tune and expressive singing					
	Use known concepts in standard notation, create and perform phrases and accompaniments on classroom instruments					
Responding	Interpret American musical works in their historical and cultural context					
	Evaluate musical examples for properties of sound, including timbre, pitch, and amplitude					
	Respond to meter through conducting patterns in 2, 3, and 4					
6925 - Visual Arts Overall Mark						
Creating	Combine ideas to generate an innovative idea for art-making					
	Create artist statements using art vocabulary to describe personal choices in art-making					
Presenting	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork					
Responding	Compare one's own interpretation of a work of art with the interpretation of others					
Connecting	Identify how art is used to inform or change an individual's or society's beliefs, values, or behaviors					
8915 - Physical Education Overall Mark						
Movement Skills	Apply knowledge of concepts, principles, and tactics related to motor skills, movement patterns and performance					

		Q1	Q2	Q3	Q4	Final
Knowledge	Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness					
Social Skills	Exhibit responsible personal behavior that respects self and others					
8925 - Health Education Overall Mark						
Health Education	Identify effective conflict management or resolution strategies to enhance health					
	Demonstrate decision making skills to enhance health					
Life Long Learning Skills		Q1	Q2	Q3	Q4	
Portray positive approach for learning						
Work independently						
Ask for help when needed						
Organize work place and materials						
Turn in neat, legible work						
Complete and return homework assignments when due						
Follow rules, procedures, and directions						
Approach challenges using a variety of positive strategies						
Respect others rights, feelings, and property						
Work cooperatively with peers						
Accept and learn from redirection						
Type	Q1	Q2	Q3	Q4	Year to Date	
Absent	6	14	0	0	20	
Dismissed	0	1	0	0	1	
Tardy	6	1	0	0	7	
Q1 Comment		Q2 Comment		Q3 Comment		Q4 Comment
Key to Performance Levels						
C	Consistently	A		90 - 100		
U	Usually	B		80 - 89		
S	Sometimes	C		70 - 79		
R	Rarely	D		65 - 69		
		F		0-64		
Key to Comments						
A	Always willing to help teachers/peers	M		Needs frequent reminders to stay on task		
B	Benefits from teacher proximity & prompting	N		Needs prompting to engage in discussions		
C	Can be more successful if prepared for class	O		Needs support interacting with others successfully		
D	Can benefit from increased organizational skills	P		Needs support to maximize time on learning		
E	Comes prepared and ready to learn	Q		Needs support transitioning between activities		
F	Consistently challenges him/her self	R		Needs support working in co-op learning groups		
G	Contributes to the classroom discussions	S		Quality of work has improved		
H	Exhibits curiosity	T		Remains focused and on tasks		
I	Has made great academic gains	U		Shows initiative		
J	Is creative and/or original	V		Shows leadership		
K	Makes positive choices	W		Takes pride in his/her work		
L	Maximizes time on learning	X		Vibrant member of the classroom		



[Redacted Student Name]

Grade 06 Quarterly Report Card 2014-15

Student: [Redacted]

Teacher: [Redacted]

HmRm: [Redacted]

10916 - English Language Arts Overall Mark		Q1	Q2	Q3	Q4	Final
Reading Literature	Cite textual evidence to support analysis					
	Determine theme and how it is conveyed through details; provide an objective summary of the text					
	Describe how a particular text's plot unfolds and how the characters respond/change					
	Determine the meaning of words and phrases, including figurative, connotative and technical meaning					
Reading Informational Texts	Analyze how a part of a text fits into the overall structure of a text and development of theme/idea					
	Compare and contrast information and presentation of ideas in various multimedia and genre					
	Analyze how a key individual, event, or idea is introduced, illustrated and elaborated in a text					
	Determine the point of view or purpose of a text and how it is developed					
Speaking & Listening	Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues					
	Reflect and paraphrase key ideas and perspectives in a discussion					
	Present claims and findings, sequencing ideas logically and using specific details					
Language	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking					
	Demonstrate command of the conventions of standard English, capitalization, punctuation and spelling when writing					
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases					
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings					
	Use conversational, academic, content specific words/phrases, including words that signal and other logical relationships					
Writing	Write narratives to develop real or imagined experiences or events					
	Write informative/explanatory texts to examine a topic and convey ideas, through logical organization and analysis					
	Write arguments to support claims with clear reasons and relevant evidence					
	Produce clear writing in which the development, organization and style are appropriate to task, purpose and audience					
	Strengthen writing by planning, revising, editing and rewriting					

		Q1	Q2	Q3	Q4	Final
	Conduct short research projects to answer a question, drawing on several sources					
	Gather relevant information from multiple print and digital sources; assess the credibility of each source					
1916 - Mathematics Overall Mark						
Problem-Solving	Make sense of problems and persevere in solving them					
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
The Number System	Perform operations on whole numbers fluently					
	Perform operations on decimals fluently					
	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions					
	Understand that opposite integers are used together to describe quantities having opposite values					
Ratios and Proportional Relationships	Use positive and negative numbers to represent quantities in real-world contexts					
	Understand integers as points on the number line and in pairs as coordinates on the coordinate plane					
	Understand ratio concepts and use ratio reasoning to solve problems					
Expressions and Equations	Apply and extend previous understandings of arithmetic to Algebra					
	Reason about and solve one-variable equations and inequalities					
	Represent and analyze quantitative relationships between dependent and independent variables					
	Analyze the relationship between two quantities using graphs and tables, and relate these to an equation					
2916 - Science & Technology Overall Mark						
Science & Engineering Practices	Pose questions about the natural and technological world. Incorporate science and engineering practices to solve problems					
Plan and Carry Out Investigations	Obtain, analyze, interpret, and communicate information from investigations					
Evaluate Information	Use observations, data and information obtained from text/print and other media as evidence to support a claim or present an argument					
Earth & Space Science	Demonstrate understanding of rocks, earth's structure/history					
	Demonstrate understanding of water cycle, weather					
	Demonstrate understanding of the universe and the solar system					
Physical Science	Demonstrate understanding of properties and changes in matter					
	Demonstrate understanding of forms of energy, motion of objects					
Technology & Engineering	Use the engineering design process to build a prototype and/or solve a technological problem					
Life Science	Demonstrate understanding of living things, environment, ecosystems					

		Q1	Q2	Q3	Q4	Final
	Demonstrate understanding of classification of organisms, cells					
3916 - History & Social Science Overall Mark						
History and Geography	Locate continents, oceans, countries, major cities, landforms and bodies of water on a map of the world					
	Explain how absolute and relative location, climate, major physical characteristics, major natural resources and population size influenced nations					
	Use the following demographic terms correctly: ethnic group, religious group, linguistic group					
Civics & Government	Define what a nation is and give examples of the different ways that nations are formed					
	Identify and explain the following types of governments: democracy, dictatorship, communism, socialism, and monarchy					
Economics	Identify and explain different types of economies: market, traditional, command, and mixed					
	Understand the relationship between products, trade, supply and demand in a global economy					
Literacy	Write informative texts on historic events: develop with evidence, link relationships between ideas, use subject specific terms & include a conclusion					
	Draw evidence from historic texts to support analysis, reflections and research					
6916 - Music Overall Mark						
Performing	Select, analyze and perform songs to demonstrate in tune and expressive singing					
	Create and perform independently and collaboratively a work that expresses and communicates ideas					
Responding	Interpret world music in its historical and cultural context					
	Analyze and navigate through a score					
6926 - Visual Arts Overall Mark						
Creating	Demonstrate openness in trying new approaches in making works of art and design					
	Design or redesign objects, places, or systems that meet the identified needs of diverse users					
Presenting	Develop a visual plan for displaying works of art, viewer needs and the layout					
Responding	Analyze ways that visual components and cultural associations influence ideas, emotions and actions					
Connecting	Generate a collection of ideas that could be investigated through art-making					
8916 - Physical Education Overall Mark						
Movement Skills	Apply concepts, principles, and tactics related to motor skills, movement patterns and performance					
Knowledge	Demonstrate how to achieve and maintain a health-enhancing level of physical activity and fitness					
Social Skills	Exhibit responsible personal behavior that respects self and others					
8926 - Health Education Overall Mark						
Health Education	Demonstrate decision making skills to enhance health					
	Demonstrate the ability to use goal setting skills to improve and maintain health					

Life Long Learning Skills	Q1	Q2	Q3	Q4
Complete and return homework assignments when due				
Ask for help when needed				
Organize work place and materials				
Turn in neat, legible work				
Work independently				
Follow rules, procedures, and directions				
Approach challenges using a variety of positive strategies				
Respect others rights, feelings, and property				
Work cooperatively with peers				
Accept and learn from redirection				

Type	Q1	Q2	Q3	Q4	Year to Date
Absent	1	0	0	0	1
Dismissed	1	0	0	0	1
Tardy	5	0	0	0	5

Q1 Comment	Q2 Comment	Q3 Comment	Q4 Comment

Key to Performance Levels	
C Consistently	A 90 - 100
U Usually	B 80 - 89
S Sometimes	C 70 - 79
R Rarely	D 65 - 69
	F 0-64

Key to Comments	
A Always willing to help teachers/peers	M Needs frequent reminders to stay on task
B Benefits from teacher proximity & prompting	N Needs prompting to engage in discussions
C Can be more successful if prepared for class	O Needs support interacting with others successfully
D Can benefit from increased organizational skills	P Needs support to maximize time on learning
E Comes prepared and ready to learn	Q Needs support transitioning between activities
F Consistently challenges him/her self	R Needs support working in co-op learning groups
G Contributes to the classroom discussions	S Quality of work has improved
H Exhibits curiosity	T Remains focused and on tasks
I Has made great academic gains	U Shows initiative
J Is creative and/or original	V Shows leadership
K Makes positive choices	W Takes pride in his/her work
L Maximizes time on learning	X Vibrant member of the classroom