

The following items will be discussed at the meeting of the Standing Committee on Teaching, Learning and Student Supports to be held on Wednesday, June 8, 2016 at 7:30 a.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 #4-294 - Administration (October 27, 2014)

To share information on the elementary Report Card Pilot.

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

DATE OF MEETING: Wednesday, June 8, 2016

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.
(Continued on page 2).

BACKUP:

- Annex A (2 pages) contains a copy of the proposed Business Technology and Communications Skills course form.
- Annex B (2 pages) contains a copy of the proposed Presentation Skills course form.
- Annex C (2 pages) contains a copy of the proposed AP Computer Science Principals course form.

PRIOR ACTION (continued)

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.

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.

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.

PRIOR ACTION (continued)

- 4-26-12 - Mr. Monfredo made the following motion:
(continued) 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.
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)

PRIOR ACTION (continued)

3-27-13 - Dr. Rodrigues introduced the item and Dr. Meade-Montague
(continued) introduced the topic of the Common Core State Standards Initiatives.
Mrs. Goldstein, English Language Arts Liaison, spoke about the 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.
- 6-23-15 - It was moved and voice voted to approve the adoption of the Go Math curriculum and the resources and materials related to it for the year 2015 and thereafter.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

ANNEX A
gb #2-36
Page 1

Date of Request: 6/2/16 Requesting School/ Office: North High School

Proposed Course Name: Business Technology and Communication Skills

Required Prerequisite Course/s: None

| Proposed Course Level | | | | | | Proposed Course Credit | | | | | | G.P.A. | | Honor Roll | |
|------------------------|--|--------|--|---------|---|------------------------|---|----|--|-----|--|--------|----|------------|----|
| (check all that apply) | | | | | | (check all that apply) | | | | | | Yes | No | Yes | No |
| A.P. | | Honors | | College | X | 1.0 | x | .5 | | .25 | | X | | X | |

| Proposed Course Department | Select one | | Is proposed course a Career/Vocational Technical Course | | | |
|----------------------------|-------------|---------------|---|----|------------------------|----------------|
| | Core Course | Core Elective | Yes | No | (if yes check one) | |
| Business | | X | X | | Chapter 74 | Non-Chapter 74 |
| | | | | | Application in process | |

Proposed Course Description: In the course students will be introduced to various business and technology skills to allow them to safely and efficiently complete multiple tasks required in a business atmosphere. The curriculum is derived from the Business and Consumer Services Occupational Cluster from the Massachusetts Vocational Technical Education Framework. This Business Technology sequence course prepares students to focus on the management, strategic planning, implementation of marketing, communication, and public relations techniques to resolve business dilemmas with focus on industry standards. The course will include situational simulations, and build overall skills related to interpersonal communications, employability skills and problem-solving.

(Please note the following phrase will be used to distinguish honors level courses: As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.)

Essential question/s for the course:

- How does communication and customer service go “hand in hand” with employability skills?
- Why are office procedures and demonstrated techniques required within the workplace?
- Why are policies written around the use of email, social media and Internet use?
- How are OSHA and Business Technology standards relevant within the “hands on” of a work environment?

Standards addressed in the course:

Business Technology Vocational Business (VBUS) - Classification of Instructional Programs (CIP) code 520407

1. Fundamentals of Health and Safety
2. A. Business Technology Health and Safety Skills
2. B. Essentials of Business Technology
2. F. Essentials of Electronic Mail and Messaging

MassCore is a rigorous and comprehensive course study recommended by the Commonwealth as preparation for college and career. MassCore is also the vehicle through which high school students can gain competence in computational, scientific, visual, creative, and critical thinking and can engage opportunities for “hands-on” application and exploration of new areas of knowledge and experiences.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

ANNEX A
gb #2-36
Page 2

How does this course support the readiness of students for college and career?

Through practice and revision of chapter 74 standards from the CTE framework, in process of Chapter 74 (CVTE) program approval, students are prepared for post-grad options with the opportunity to obtain industry based certification and college/career skills.

**Please Note:
All New Course Requests
must come through the
school principal.**

| For Office Use Only | |
|----------------------------------|-------|
| Approved Date: | _____ |
| S.C. Item Number: | _____ |
| Assigned Course Number: | _____ |
| Dept. Code: | _____ |
| Subject Area Code Number: | _____ |
| Subject Area Course: | _____ |
| Zip Code Number: | _____ |

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

ANNEX B
gb #2-36
Page 1

Date of Request: 6/2/16 Requesting School/ Office: North High School

Proposed Course Name: Presentation Skills Required Prerequisite Course/s: None

| Proposed Course Level | | | | | | Proposed Course Credit | | | | | | G.P.A. | | Honor Roll | |
|------------------------|--|--------|--|---------|---|------------------------|---|----|--|-----|--|--------|----|------------|----|
| (check all that apply) | | | | | | (check all that apply) | | | | | | Yes | No | Yes | No |
| A.P. | | Honors | | College | X | 1.0 | X | .5 | | .25 | | X | | X | |

| Proposed Course Department | Select one | | Is proposed course a Career/Vocational Technical Course | | | |
|----------------------------|-------------|---------------|---|----|------------------------|----------------|
| | Core Course | Core Elective | Yes | No | (if yes check one) | |
| Business | | X | X | | Chapter 74 | Non-Chapter 74 |
| | | | | | Application in process | |

Proposed Course Description: In the course, students will be introduced to various business and technology presentation skills. The curriculum is derived from the Business and Consumer Services Occupational Cluster from the Massachusetts Vocational Technical Education Framework. This is a course in the Business Technology sequence preparing students for the Microsoft Office User Specialist (MOUS) exam and certification in PowerPoint. The course will include various presentation medians, and build overall skills related to format, delivery and audience.

(Please note the following phrase will be used to distinguish honors level courses: As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.)

Essential question/s for the course:

- What should a presentation look like?
- How can enhancements bring better meaning to presentations?
- How can a presentation effectively reach an audience?
- How are OSHA standards relevant within the “hands on” aspect of business technology?

Standards addressed in the course:
Business Technology – Vocational Business (VBUS) - Classification of Instructional Programs (CIP) code 520407
 All sections of strands 1, and 2K
 1. Fundamentals of Health and Safety
 2.K Essentials of Presentation Management

MassCore is a rigorous and comprehensive course study recommended by the Commonwealth as preparation for college and career. MassCore is also the vehicle through which high school students can gain competence in computational, scientific, visual, creative, and critical thinking and can engage opportunities for “hands-on” application and exploration of new areas of knowledge and experiences.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

ANNEX B
gb #2-36
Page 2

How does this course support the readiness of students for college and career?

Through practice and revision of chapter 74 standards from the CTE framework, in process of Chapter 74 (CVTE) program approval, students are prepared for post-grad options with the opportunity to obtain industry based certification and college/career skills.

Please Note:
All New Course Requests
must come through the
school principal.

For Office Use Only

Approved Date: _____

S.C. Item Number: _____

Assigned Course Number: _____

Dept. Code: _____

Subject Area Code Number: _____

Subject Area Course: _____

Zip Code Number: _____

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

ANNEX C
gb #2-36
Page 1

Date of Request: 6/2/16 Requesting School/ Office: North High

Proposed Course Name: AP Computer Science Principles

Required Prerequisite Course/s: Successful completion of Algebra 1

| Proposed Course Level | | | | | Proposed Course Credit | | | | | G.P.A. | | Honor Roll | |
|------------------------|---|--------|--|---------|------------------------|-----|---|----|--|--------|--|------------|--|
| (check all that apply) | | | | | | | | | | Yes | | No | |
| A.P. | X | Honors | | College | | 1.0 | X | .5 | | .25 | | X | |

| Proposed Course Department | Select one | | Is proposed course a Career/Vocational Technical Course | | | |
|----------------------------|-------------|---------------|---|----|------------|----------------|
| | Core Course | Core Elective | (if yes check one) | | | |
| | | X | Yes | No | Chapter 74 | Non-Chapter 74 |
| | | | | X | | |

Proposed Course Description:
 In this course students will experience a multidisciplinary approach to the principles of computation. Students will be introduced to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

Essential question/s for the course:
 How can computational artifacts, abstracting, analyzing problems and artifacts, communication and collaboration be used to develop computational thinking practices?

Standards addressed in the course:

P1: Connecting Computing

- Identify impacts of computing
- Describe connections between people and computing
- Explain connections between computing concepts

P2: Creating Computational Artifacts

- Create a computational artifact with a practical, personal, or societal intent
- Select appropriate techniques to develop a computational artifact
- Use appropriate algorithmic and information management principles

P3: Abstracting

- Explain how data, information, or knowledge is represented for computational use
- Explain how abstractions are used in computation or modeling
- Identify abstractions
- Describe modeling in a computational context

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

P4: Analyzing Problems and Artifacts

- Evaluate a proposed solution to a problem
- Locate and correct errors
- Explain how an artifact functions
- Justify appropriateness and correctness of a solution, model, or artifact

P5: Communicating

- Explain the meaning of a result in context
- Describe computation with accurate and precise language, notations, or visualizations
- Summarize the purpose of a computational artifact

P6: Collaborating

Collaborate with another student in solving a computational problem

- Collaborate with another student in producing an artifact
- Share the workload by providing individual contributions to an overall collaborative effort
- Foster a constructive, collaborative climate by resolving conflicts and facilitating the contributions of a partner or team member
- Exchange knowledge and feedback with a partner or team member
- Review and revise their work as needed to create a high-quality artifact

MassCore is a rigorous and comprehensive course study recommended by the Commonwealth as preparation for college and career. MassCore is also the vehicle through which high school students can gain competence in computational, scientific, visual, creative, and critical thinking and can engage opportunities for “hands-on” application and exploration of new areas of knowledge and experiences.

How does this course support the readiness of students for college and career?

This course is designed to be the equivalent of a first semester introductory college or university computer science course.

Please Note:
All New Course Requests
must come through the
school principal.

For Office Use Only

Approved Date: _____
S.C. Item Number: _____
Assigned Course Number: _____
Dept. Code: _____
Subject Area Code Number: _____
Subject Area Course: _____
Zip Code Number: _____

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

DATE OF MEETING: Wednesday, June 8, 2016

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.
- 6-23-15 - Mr. Monfredo made the following motions:
 - Request that the pilot program be continued for the 2015-16 academic year.
 - Request that the item be held for further reports as to the expanded version of the pilot. The feedback should include information with regard to the report card from parents, staff, administrators and the IT Department.
 - Request that the Administration make certain that the report card is readily understandable for parents and all those who are impacted by it.
 - On a voice vote, the motions were approved.
 - Mr. O'Connell requested that Annex A, pages 5, 7, 9, 11, 13, 15, 17, 19 and 21, under Key to Comments, T. be amended by changing the word "tasks" to "task."
 - It was moved and voice voted to hold the item for a report back in May 2016.

BACKUP:

- Annex A (16 pages) contains a copy of the Quarterly Report Card 2015-16.
- Annex A (5 pages) contains a copy of the English Language Learning Quarterly Report Card 2015-16.



Grade 1K Quarterly Report Card 2015-16

Student: [Redacted]

Teacher: [Redacted]

HmRm: [Redacted]

10900 - English Language Arts Overall Performance Level

| | | Q1 | Q2 | Q3 | Q4 | Final |
|--|--|----|----|----|----|-------|
| Foundational Skills | Handle books appropriately | | | | | |
| | Identify the beginning sound of a spoken word | | | | | |
| | Demonstrate letter knowledge by recognizing and naming uppercase letters | | | | | |
| | Recognize and name letters in own name | | | | | |
| | Demonstrate letter/sound knowledge by recognizing and naming lowercase letters | | | | | |
| Reading Literature & Informational Texts | Demonstrate knowledge of letter sounds | | | | | |
| | Ask and answer questions about what is read | | | | | |
| | Recall important details/facts from what is read | | | | | |
| Speaking & Listening | Retell events from a story in sequence | | | | | |
| | Use pictures in a book to tell a story in his/her own words | | | | | |
| | Listen and speak in conversations with children and familiar adults | | | | | |
| Language | Speak in order to share thoughts, feelings and ideas | | | | | |
| | Speak in complete sentences using a variety of words | | | | | |
| | Use question words (who, what, where, when, why and how) | | | | | |
| Writing | Use new vocabulary words | | | | | |
| | 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 0-5 | | | | | |
| | Identify numerals 0-10 | | | | | |
| Operations and Algebraic Thinking | Add objects together up to five | | | | | |
| | Subtract objects up to five | | | | | |
| Measurement & Data Geometry | Sort and classify objects by more than one attribute | | | | | |
| | Identify and describe squares, circles, triangles, rectangles | | | | | |

| | | Q1 | Q2 | Q3 | Q4 | Final |
|---|---|----|----|----|----|-------|
| 29100 - 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 | 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 | | | | | |
| Economics | Begin to identify important American symbols | | | | | |
| | 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 in tune 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 | 0 | 0 | 0 | 0 | 0 |
| Dismissed | 0 | 0 | 0 | 0 | 0 |
| Tardy | 1 | 0 | 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 | Absences/Tardies impact performance | M | Making progress/growth |
| B | Always willing to help teachers/peers | N | Maximizes time on learning independently |
| C | Behavior hinders progress | O | Needs prompting to engage in discussions |
| D | Benefits from teacher proximity & prompting | P | Needs support interacting with others successfully |
| E | Can be more successful if prepared for class | Q | Needs support to maximize time on learning |
| F | Can benefit from increased organizational skills | R | Needs support transitioning between activities |
| G | Comes prepared and ready to learn | S | Needs support working in co-op learning groups |
| H | Consistently shows effort | T | Needs to consistently complete homework |
| I | Contributes to the classroom discussions | U | Needs to review work for quality |
| J | Demonstrates respectful interactions | V | Produces quality work |
| K | Increased effort would improve performance | W | Shows initiative |
| L | Makes positive choices as a role model | X | Works well in co-op learning groups |



Grade 0K Quarterly Report Card 2015-16

Student: [REDACTED]

Teacher: [REDACTED]

HmRm: [REDACTED]

Q1 Q2 Q3 Q4 Final

10910 - English Language Arts Overall Performance Level

| | | Q1 | Q2 | Q3 | Q4 | Final |
|--|---|----|----|----|----|-------|
| Foundational Skills | Understand how print is organized | | | | | |
| | Identify upper and lower case letters | | | | | |
| | Identify letter sounds | | | | | |
| | Recognize and produce rhyming words | | | | | |
| | Separate and pronounce the beginning, middle and ending sounds of short words | | | | | |
| | Blend letter sounds | | | | | |
| Reading Literature & Informational Texts | Read common high frequency words | | | | | |
| | Ask and answer questions about key details in a text | | | | | |
| | Retell important details in sequence from a story | | | | | |
| Speaking & Listening | Read simple texts with purpose and understanding | | | | | |
| | Actively engage in group reading activities | | | | | |
| Language | Participate in conversations | | | | | |
| | Use question words, nouns, verbs and prepositions | | | | | |
| | Capitalize the first word in a sentence and the pronoun I | | | | | |
| Writing | Determine or clarify the meaning of unknown and multiple-meaning words and phrases | | | | | |
| | Demonstrate understanding of the organization and basic features of print | | | | | |
| | Use drawing, dictating and/or writing to compose opinion, informative/explanatory and narrative texts | | | | | |
| | Participate in shared research projects | | | | | |

1910 - Mathematics Overall Performance Level

| | | Q1 | Q2 | Q3 | Q4 | Final |
|--|---|----|----|----|----|-------|
| Problem-Solving | Make sense of problems and persevere in solving them | | | | | |
| | Reasoning and Explaining | | | | | |
| Modeling and Using Tools | Construct a precise, evidence-based mathematical argument, and critique the reasoning of others | | | | | |
| | 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 | | | | | |
| Operations and Algebraic Thinking | Count to 100 by ones | | | | | |
| | Count to 100 by tens | | | | | |
| | Identify numbers 0-5 | | | | | |
| | Identify numbers 0-10 | | | | | |
| | Identify numbers 0-15 | | | | | |
| | Identify numbers 0-20 | | | | | |
| | Count to tell the number of objects in a set | | | | | |
| Compare numbers using "more/greater than", "less than", "equal to" | | | | | | |
| Understand addition as putting together and adding to | | | | | | |

| | | Q1 | Q2 | Q3 | Q4 | Final |
|---------------------------------|--|----|----|----|----|-------|
| Number & Operations in Base Ten | Understand subtraction as taking apart and taking from | | | | | |
| | Fluently add and subtract within 5 | | | | | |
| Measurement & Data | Demonstrate understanding of place value | | | | | |
| | Describe and compare measurable attributes such as length or weight | | | | | |
| Geometry | Classify objects and count the number in each category | | | | | |
| | Identify & describe squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres | | | | | |
| | Create and compose shapes | | | | | |

2910 - Science & Technology / Engineering Overall Performance Level

| | | Q1 | Q2 | Q3 | Q4 | Final |
|---------------------------------|--|----|----|----|----|-------|
| Science & Engineering Practices | Ask questions about the world around us and define problems that impact us | | | | | |
| | Plan and Carry Out Investigations | | | | | |
| Evaluate Information | Gather information and explain data from investigations | | | | | |
| | Use observations as evidence to support a claim | | | | | |
| Natural World | Identify reasons for why things change | | | | | |
| | Life Science | | | | | |
| Earth & Space Science | Identify the needs and cycles of plants and animals | | | | | |
| | Explain how plants and animals can cause changes in their environment | | | | | |
| Physical Science | Measure, describe, and record changes in weather and temperature and identify patterns over time | | | | | |
| | 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

| | | Q1 | Q2 | Q3 | Q4 | Final |
|-----------------------|---|----|----|----|----|-------|
| 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 | | | | | |
| Literacy | Explain why people work and things that people buy with money they earn | | | | | |
| | Use a combination of drawing, dictating and writing to compose informative texts | | | | | |

6920 - Visual Arts Overall Performance Level

| | | Q1 | Q2 | Q3 | Q4 | Final |
|------------|---|----|----|----|----|-------|
| Creating | Build skills in various media & approaches to art-making through individual and collaborative experimentation | | | | | |
| | Presenting | | | | | |
| Responding | Select art objects for personal portfolio and display, explaining why they were chosen | | | | | |
| | Interpret art by identifying subject matter and describing relevant details | | | | | |
| Connecting | Identify the purpose of an artwork | | | | | |

6930 - Music Overall Performance Level

| | | Q1 | Q2 | Q3 | Q4 | Final |
|------------|---|----|----|----|----|-------|
| 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 | | | | | |

| | | Q1 | Q2 | Q3 | Q4 | Final |
|------------|--|----|----|----|----|-------|
| Responding | Identify high-low, fast-slow, long-short and loud-soft in musical examples | | | | | |

8930 - Physical Education Overall Performance Level

| | | | | | | |
|-----------------|---|--|--|--|--|--|
| Movement Skills | Demonstrate competency in motor skills and movement patterns, such as hopping, skipping, running, jumping | | | | | |
|-----------------|---|--|--|--|--|--|

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 | 2 | 0 | 0 | 0 | 2 |
| 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 | Absences/Tardies impact performance | M | Making progress/growth |
| B | Always willing to help teachers/peers | N | Maximizes time on learning independently |
| C | Behavior hinders progress | O | Needs prompting to engage in discussions |
| D | Benefits from teacher proximity & prompting | P | Needs support interacting with others successfully |
| E | Can be more successful if prepared for class | Q | Needs support to maximize time on learning |
| F | Can benefit from increased organizational skills | R | Needs support transitioning between activities |
| G | Comes prepared and ready to learn | S | Needs support working in co-op learning groups |
| H | Consistently shows effort | T | Needs to consistently complete homework |
| I | Contributes to the classroom discussions | U | Needs to review work for quality |
| J | Demonstrates respectful interactions | V | Produces quality work |
| K | Increased effort would improve performance | W | Shows initiative |
| L | Makes positive choices as a role model | X | Works well in co-op learning groups |



Grade 01 Quarterly Report Card 2015-16

Student: [Redacted]

Teacher: [Redacted]

HmRm: [Redacted]

| | | Q1 | Q2 | Q3 | Q4 | Final |
|--|---|----|----|----|----|-------|
| 10911 - English Language Arts Overall Performance Level | | | | | | |
| 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 | | | | | |
| | Compare and contrast characters and events in and between texts | | | | | |
| Reading Informational Texts | Use text to understand author's purpose | | | | | |
| | Identify & explain characteristics of various types of texts | | | | | |
| | Identify similarities and differences between two texts on the same topic | | | | | |
| Speaking & Listening | 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 | | | | | |
| | Express ideas about people, places and events with relevant details, including visual displays when appropriate | | | | | |
| Language | Print all upper-and lowercase letters | | | | | |
| | 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 | | | | | |
| | Determine the meaning of unknown or multiple-meaning words and phrases | | | | | |
| | Accurately use academic and content specific vocabulary | | | | | |
| Writing | Use nouns, verb tenses, adjectives, common conjunctions, articles, and prepositions | | | | | |
| | 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 | | | | | |
| | Write poems with rhyme and repetition | | | | | |

| | | Q1 | Q2 | Q3 | Q4 | Final |
|--|---|----|----|----|----|-------|
| | 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 = | | | | | |
| Measurement & Data | Add and subtract multiples of 10 | | | | | |
| | 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 | | | | | |
| Geometry | Measure and compare lengths in non-standard units | | | | | |
| | Organize and interpret data | | | | | |
| | Identify and describe shapes using their defining attributes | | | | | |
| 2911 - Science & Technology / Engineering Overall Performance Level | Partition circles and rectangles into two and four equal parts ("halves" and "fourths") | | | | | |
| | Ask questions about the world around us and identify problems that impact us | | | | | |
| | Gather, analyze and communicate information from investigations | | | | | |
| Plan and Carry Out Investigations | Use information from text/print, media and investigations as evidence to support a claim or an argument | | | | | |
| Evaluate Information | | | | | | |
| 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 | | | | | |
| | Identify specific geographic locations on a map and globe | | | | | |

| | | Q1 | Q2 | Q3 | Q4 | Final |
|---------------------|---|----|----|----|----|-------|
| Civics & Government | Understand the reasons for celebrating national and state holidays | | | | | |
| | Identify the current President of the United States and the job of the president | | | | | |
| Economics | Identify and explain the meaning of American national symbols | | | | | |
| | Explain that America is a combination of many different people and religions | | | | | |
| Literacy | 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 | 2 | 0 | 0 | 0 | 2 |

| | | | | | |
|-----------|---|---|---|---|---|
| Dismissed | 3 | 0 | 0 | 0 | 3 |
| 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 | Absences/Tardies impact performance | M | Making progress/growth |
| B | Always willing to help teachers/peers | N | Maximizes time on learning independently |
| C | Behavior hinders progress | O | Needs prompting to engage in discussions |
| D | Benefits from teacher proximity & prompting | P | Needs support interacting with others successfully |
| E | Can be more successful if prepared for class | Q | Needs support to maximize time on learning |
| F | Can benefit from increased organizational skills | R | Needs support transitioning between activities |
| G | Comes prepared and ready to learn | S | Needs support working in co-op learning groups |
| H | Consistently shows effort | T | Needs to consistently complete homework |
| I | Contributes to the classroom discussions | U | Needs to review work for quality |
| J | Demonstrates respectful interactions | V | Produces quality work |
| K | Increased effort would improve performance | W | Shows initiative |
| L | Makes positive choices as a role model | X | Works well in co-op learning groups |



Grade 02 Quarterly Report Card 2015-16

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 | | | | | |
| | Determine the meaning of unknown and multiple-meaning words | | | | | |
| Writing | 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 | | | | | |
| | Understand and explain the value of each digit in a three-digit number; compare two three-digit numbers using >, < or = | | | | | |
| Measurement & Data | Add and subtract within 100 fluently | | | | | |
| | Use place value strategies to add and subtract within 1000 | | | | | |
| | Measure and estimate lengths in inches, feet, centimeters and meters, or in nonstandard units | | | | | |
| | Solve word problems involving lengths using addition and subtraction | | | | | |
| Geometry | 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 | | | | | |
| | Generate measurement data and represent a data set with a bar graph or picture graph | | | | | |
| | Identify and draw shapes and their attributes | | | | | |
| | Partition circles and rectangles into equal parts using fractions and whole parts ("halves", "thirds", "fourths") | | | | | |
| 2912 - 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 | Explore the world around us, collect and analyze data from investigations and communicate findings | | | | | |
| Evaluate Information | Use observations, data and information obtained from text/print and other media as evidence to support claims or arguments | | | | | |
| Life Science | Compare living things in a particular region and explain how they depend on their environment | | | | | |
| Earth Science | Map the shapes and types of landforms and bodies of water in an area | | | | | |

| | | Q1 | Q2 | Q3 | Q4 | Final |
|--|---|-----------|-----------|-----------|-----------|-------|
| | Develop and compare solutions to prevent wind or water erosion | | | | | |
| Engineering | Define and develop multiple solutions to a problem | | | | | |
| Physical Science | Design and conduct an experiment on friction | | | | | |
| | Explore the properties of matter | | | | | |
| | Matter and Its Interactions: Heating and Cooling | | | | | |
| 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 the 7 continents and 5 oceans | | | | | |
| | Identify major rivers and mountain ranges in the world | | | | | |
| Civics & Government | Explain rights and responsibilities of United States citizens and give examples of good citizens and good leaders | | | | | |
| | Understand that America is a combination of traditions and cultures from around the world | | | | | |
| 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 | | | | | |
| 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

| Type | 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 | Absences/Tardies impact performance | | M Making progress/growth |
| B | Always willing to help teachers/peers | | N Maximizes time on learning independently |
| C | Behavior hinders progress | | O Needs prompting to engage in discussions |
| D | Benefits from teacher proximity & prompting | | P Needs support interacting with others successfully |
| E | Can be more successful if prepared for class | | Q Needs support to maximize time on learning |
| F | Can benefit from increased organizational skills | | R Needs support transitioning between activities |
| G | Comes prepared and ready to learn | | S Needs support working in co-op learning groups |
| H | Consistently shows effort | | T Needs to consistently complete homework |
| I | Contributes to the classroom discussions | | U Needs to review work for quality |
| J | Demonstrates respectful interactions | | V Produces quality work |
| K | Increased effort would improve performance | | W Shows initiative |
| L | Makes positive choices as a role model | | X Works well in co-op learning groups |



Grade 03 Quarterly Report Card 2015-16

Student: [REDACTED]

Teacher: [REDACTED]

HmRm: [REDACTED]

| 10913 - English Language Arts Overall Performance Level | | Q1 | Q2 | Q3 | Q4 | Final |
|---|--|----|----|----|----|-------|
| 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 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 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 | | | | | |
| Fractions | Solve two-step problems involving the four operations | | | | | |
| | 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 | | | | | |
| | Demonstrate an understanding of energy, electricity, magnetism | | | | | |

| | | Q1 | Q2 | Q3 | Q4 | Final |
|--------------------------|---|----|----|----|----|-------|
| | 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 in Massachusetts | | | | | |
| | Identify specific geographic locations in Massachusetts 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 | | | | | |
| 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 |
|--|----|----|----|----|
| 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 | 0 | 0 | 0 | 0 | 0 |
| 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 Absences/Tardies impact performance | M Making progress/growth |
| B Always willing to help teachers/peers | N Maximizes time on learning independently |
| C Behavior hinders progress | O Needs prompting to engage in discussions |
| D Benefits from teacher proximity & prompting | P Needs support interacting with others successfully |
| E Can be more successful if prepared for class | Q Needs support to maximize time on learning |
| F Can benefit from increased organizational skills | R Needs support transitioning between activities |
| G Comes prepared and ready to learn | S Needs support working in co-op learning groups |
| H Consistently shows effort | T Needs to consistently complete homework |
| I Contributes to the classroom discussions | U Needs to review work for quality |
| J Demonstrates respectful interactions | V Produces quality work |
| K Increased effort would improve performance | W Shows initiative |
| L Makes positive choices as a role model | X Works well in co-op learning groups |



Grade 04 Quarterly Report Card 2015-16

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 | | | | | |
| Writing | Determine the meaning of unknown and multiple-meaning words using context clues, prefixes, suffixes, root-words; use reference materials | | | | | |
| | 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 assignments by investigating a topic; taking notes and categorizing 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 | | | | | |
| Technology & Engineering | Demonstrate understanding of electricity | | | | | |
| | 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 | | | | | |

| | | Q1 | Q2 | Q3 | Q4 | Final |
|---|---|----|----|----|----|-------|
| 3914 - History & Social Science Overall Mark | | | | | | |
| 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, Central America, and the Caribbean | | | | | |
| Civics & Government | Identify the path to United States citizenship for immigrants and the major rights of US citizens | | | | | |
| Economics | Define and give examples of natural resources in the United States | | | | | |
| | Give examples of resources from North American countries and explain how scarcity compels communities to make choices about goods and services | | | | | |
| | Give examples of how the interaction of buyers and sellers in North America 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 and others' 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 | | | | | |
| | 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 | 2 | 0 | 0 | 0 | 2 |
| 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 | 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 Absences/Tardies impact performance | M Making progress/growth |
| B Always willing to help teachers/peers | N Maximizes time on learning independently |
| C Behavior hinders progress | O Needs prompting to engage in discussions |
| D Benefits from teacher proximity & prompting | P Needs support interacting with others successfully |
| E Can be more successful if prepared for class | Q Needs support to maximize time on learning |
| F Can benefit from increased organizational skills | R Needs support transitioning between activities |
| G Comes prepared and ready to learn | S Needs support working in co-op learning groups |
| H Consistently shows effort | T Needs to consistently complete homework |
| I Contributes to the classroom discussions | U Needs to review work for quality |
| J Demonstrates respectful interactions | V Produces quality work |
| K Increased effort would improve performance | W Shows initiative |
| L Makes positive choices as a role model | X Works well in co-op learning groups |



Grade 05 Quarterly Report Card 2015-16

Student: [REDACTED]

Teacher: [REDACTED]

HmRm: [REDACTED]

| | | Q1 | Q2 | Q3 | Q4 | Final |
|---|--|----|----|----|----|-------|
| 10915 - English Language Arts Overall Mark | | | | | | |
| 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 | 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 | | | | | |
| | Determine main ideas and how they are supported | | | | | |
| Speaking & Listening | Integrate information from several texts including digital sources on the same topic | | | | | |
| | 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 | | | | | |
| Language | 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 | | | | | |
| | Conduct short research assignments that use several sources to build knowledge | | | | | |

| | | Q1 | Q2 | Q3 | Q4 | Final |
|---|---|----|----|----|----|-------|
| | 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 | | | | | |
| | Add and subtract decimals to hundredths | | | | | |
| Operations and Algebraic Thinking | Multiply and divide decimals to hundredths | | | | | |
| | Write and interpret numerical expressions | | | | | |
| Fractions | Add and subtract fractions and mixed numbers with unlike denominators | | | | | |
| | 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 | | | | | |
| Measurement & Data | Understand concepts of volume and relate volume to multiplication and addition | | | | | |
| 2915 - 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 history, changes to earth's surface | | | | | |
| | Demonstrate understanding of water cycle, weather and climate | | | | | |
| | Demonstrate understanding of earth and moon relationship, solar system | | | | | |
| Physical Science | Demonstrate understanding of properties of matter | | | | | |
| | Demonstrate understanding of forms of energy, electricity, magnetism | | | | | |
| Technology & Engineering | 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, communities, states, nations) 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 innovative ideas 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 | 3 | 0 | 0 | 0 | 3 | |
| Dismissed | 0 | 0 | 0 | 0 | 0 | |
| Tardy | 7 | 0 | 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 | Absences/Tardies impact performance | M | Making progress/growth | | | |
| B | Always willing to help teachers/peers | N | Maximizes time on learning independently | | | |
| C | Behavior hinders progress | O | Needs prompting to engage in discussions | | | |
| D | Benefits from teacher proximity & prompting | P | Needs support interacting with others successfully | | | |
| E | Can be more successful if prepared for class | Q | Needs support to maximize time on learning | | | |
| F | Can benefit from increased organizational skills | R | Needs support transitioning between activities | | | |
| G | Comes prepared and ready to learn | S | Needs support working in co-op learning groups | | | |
| H | Consistently shows effort | T | Needs to consistently complete homework | | | |
| I | Contributes to the classroom discussions | U | Needs to review work for quality | | | |
| J | Demonstrates respectful interactions | V | Produces quality work | | | |
| K | Increased effort would improve performance | W | Shows initiative | | | |
| L | Makes positive choices as a role model | X | Works well in co-op learning groups | | | |



Grade 06 Quarterly Report Card 2015-16

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 | Use pronouns properly | | | | | |
| | Use punctuation to set off certain elements in a sentence | | | | | |
| | 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 | | | | | |
| Writing | Use conversational, academic, content specific words/phrases, including words that signal and other logical relationships | | | | | |
| | 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 | | | | | |
| | Conduct short research assignments to answer a question, drawing on several sources | | | | | |

| | | Q1 | Q2 | Q3 | Q4 | Final |
|---|---|----|----|----|----|-------|
| | 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 | | | | | |
| | Demonstrate understanding of classification of organisms, cells | | | | | |

| | | Q1 | Q2 | Q3 | Q4 | Final |
|---|--|----|----|----|----|-------|
| 3916 - History & Social Science Overall Mark | | | | | | |
| History and Geography | Locate the 7 continents, 5 oceans, major(countries, 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, as they pertain to different continents | | | | | |
| 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, analyzing exhibit space, viewer needs and the layout of the exhibit | | | | | |
| 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 | 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 | 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 | Absences/Tardies impact performance | M | Making progress/growth |
| B | Always willing to help teachers/peers | N | Maximizes time on learning independently |
| C | Behavior hinders progress | O | Needs prompting to engage in discussions |
| D | Benefits from teacher proximity & prompting | P | Needs support interacting with others successfully |
| E | Can be more successful if prepared for class | Q | Needs support to maximize time on learning |
| F | Can benefit from increased organizational skills | R | Needs support transitioning between activities |
| G | Comes prepared and ready to learn | S | Needs support working in co-op learning groups |
| H | Consistently shows effort | T | Needs to consistently complete homework |
| I | Contributes to the classroom discussions | U | Needs to review work for quality |
| J | Demonstrates respectful interactions | V | Produces quality work |
| K | Increased effort would improve performance | W | Shows initiative |
| L | Makes positive choices as a role model | X | Works well in co-op learning groups |



WORCESTER PUBLIC SCHOOLS
20 Irving Street, Worcester, MA 01609



Grade English Language Learner Quarterly Report Card 2015-16

Student: [Redacted]

Student HmRm: [Redacted]

Current EPL: 1

Teacher: [Redacted]

ESL Teacher: [Redacted]

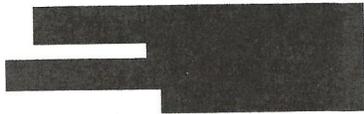
| Eng Proficiency Level | ESL - Listening / Speaking | Q1 | Q2 | Q3 | Q4 | |
|---|--|---|----|----|----|----|
| 1 - Entering | Produces sounds and words accurately with an auditory model | | | | | |
| | Responds to yes/no questions, verbally or non-verbally | | | | | |
| | Follows one step directions with visual cues | | | | | |
| | Responds appropriately to oral directions | | | | | |
| | Identifies and produces accurately initial sounds in words | | | | | |
| | Names previously introduced objects and pictures | | | | | |
| | Uses words, gestures and actions to communicate | | | | | |
| | Produces phrases accurately with a model | | | | | |
| | Participates orally in social and academic routines | | | | | |
| | Produces phrases and sentences accurately with a model | | | | | |
| 2 - Emerging | Follow 2-3 step oral directions (Listening) | | | | | |
| | Repeats facts or statements | | | | | |
| | Sequence using real objects, pictures or text with support | | | | | |
| | Locate objects described orally | | | | | |
| | Develops correct word order with a model in phrases | | | | | |
| | Eng Proficiency Level | ESL - Reading / Writing | Q1 | Q2 | Q3 | Q4 |
| | 1 - Entering | Makes sound/symbol/word connections using print or visuals | | | | |
| | | Identifies name in print | | | | |
| | | Follows directions using diagrams and pictures | | | | |
| | | Demonstrates book handling and basic print skills (concepts of print) | | | | |
| Copies from a model with support | | | | | | |
| 2 - Emerging | Using drawings to communicate concepts | | | | | |
| | Locates and identifies some known words (high frequency words) | | | | | |
| | Writes using some known words (high frequency words) | | | | | |
| | Recognizes familiar sound patterns | | | | | |
| | Copies grade level models and participates in shared writing | | | | | |
| | Matches grade appropriate pictures to words | | | | | |
| | Identifies common sound/letter relationships | | | | | |
| | Reads patterned and repetitive text | | | | | |
| | Identifies some common story elements (characters, setting) | | | | | |
| | Applies concepts of print | | | | | |
| Identifies common punctuation and spacing | | | | | | |
| Uses phonics knowledge to write words | | | | | | |

Key to Performance Levels

| | | | |
|-----------------------|------------------|--------------------|-----------------|
| C Consistently | U Usually | S Sometimes | R Rarely |
|-----------------------|------------------|--------------------|-----------------|



WORCESTER PUBLIC SCHOOLS
20 Irving Street, Worcester, MA 01609



Grade [REDACTED] English Language Learner Quarterly Report Card 2015-16

Student: [REDACTED]

Student HmRm: [REDACTED]

Current EPL: 2

Teacher: [REDACTED]

ESL Teacher: [REDACTED]

| Eng Proficiency Level | ESL - Listening / Speaking | Q1 | Q2 | Q3 | Q4 | |
|---|--|--|----|----|----|----|
| 2 - Emerging | Produces phrases accurately with a model | | | | | |
| | Participates orally in social and academic routines | | | | | |
| | Produces phrases and sentences accurately with a model | | | | | |
| | Follow 2-3 step oral directions (Listening) | | | | | |
| | Repeats facts or statements | | | | | |
| | Sequence using real objects, pictures or text with support | | | | | |
| | Locate objects described orally | | | | | |
| | Develops correct word order with a model in phrases | | | | | |
| | Tells a story with a beginning, middle, and end with support | | | | | |
| | Asks and answers explicit questions with support | | | | | |
| 3 - Developing | Makes verbal predictions and connections to text with support | | | | | |
| | Some use of academic vocabulary with support | | | | | |
| | Share verbal responses about academic content | | | | | |
| | Describe features (e.g. text, concepts, objects) | | | | | |
| | Engage in problem solving communication | | | | | |
| | Eng Proficiency Level | ESL - Reading / Writing | Q1 | Q2 | Q3 | Q4 |
| | 2 - Emerging | Locates and identifies some known words (high frequency words) | | | | |
| | | Writes using some known words (high frequency words) | | | | |
| | | Recognizes familiar sound patterns | | | | |
| | | Copies grade level models and participates in shared writing | | | | |
| Matches grade appropriate pictures to words | | | | | | |
| Identifies common sound/letter relationships | | | | | | |
| Reads patterned and repetitive text | | | | | | |
| Identifies some common story elements (characters, setting) | | | | | | |
| Applies concepts of print | | | | | | |
| Identifies common punctuation and spacing | | | | | | |
| 3 - Developing | Uses phonics knowledge to write words | | | | | |
| | Identifies beginning, middle, and end of a story with a graphic organizer | | | | | |
| | Identifies facts within text using a graphic organizer | | | | | |
| | Identifies information in charts, graphs and diagrams | | | | | |
| | Identifies most story structure using a graphic organizer | | | | | |
| | Makes predictions and connections using chunked text | | | | | |
| | Writes simple sentences | | | | | |
| | Decodes word patterns approaching grade level, reads more than two years below grade level | | | | | |
| | Interprets information from charts, graphs and diagrams using grade level text | | | | | |
| | Reads chunked text with support | | | | | |
| Emerging use of spacing, punctuation and capitalization | Uses some descriptive words and content vocabulary in writing with support | | | | | |
| | Emerging use of spacing, punctuation and capitalization | | | | | |

Key to Performance Levels

| | | | | | | | |
|---|--------------|---|---------|---|-----------|---|--------|
| C | Consistently | U | Usually | S | Sometimes | R | Rarely |
|---|--------------|---|---------|---|-----------|---|--------|



WORCESTER PUBLIC SCHOOLS
20 Irving Street, Worcester, MA 01609



Grade [REDACTED] English Language Learner Quarterly Report Card 2015-16

Student: [REDACTED]
Teacher: [REDACTED]

Student HmRm: [REDACTED]
ESL Teacher: [REDACTED]

Current EPL: 3

| Eng Proficiency Level | ESL - Listening / Speaking | Q1 | Q2 | Q3 | Q4 |
|-----------------------|--|----|----|----|----|
| 3 - Developing | Tells a story with a beginning, middle, and end with support | | | | |
| | Asks and answers explicit questions with support | | | | |
| | Makes verbal predictions and connections to text with support | | | | |
| | Some use of academic vocabulary with support | | | | |
| | Share verbal responses about academic content | | | | |
| | Describe features (e.g. text, concepts, objects) | | | | |
| | Engage in problem solving communication | | | | |
| 4 - Expanding | Tells a story with a beginning, middle, and end using descriptive words | | | | |
| | Ask and answers explicit or clarifying questions | | | | |
| | Makes verbal predictions and connections to text | | | | |
| | Use of academic vocabulary with limited support | | | | |
| | Compare and contrast features (e.g. text, concepts, objects) | | | | |
| | Uses simple figurative language and idioms in discussion | | | | |
| Eng Proficiency Level | ESL - Reading / Writing | Q1 | Q2 | Q3 | Q4 |
| 3 - Developing | Identifies beginning, middle, and end of a story with a graphic organizer | | | | |
| | Identifies facts within text using a graphic organizer | | | | |
| | Identifies information in charts, graphs and diagrams | | | | |
| | Identifies most story structure using a graphic organizer | | | | |
| | Makes predictions and connections using chunked text | | | | |
| | Writes simple sentences | | | | |
| | Decodes word patterns approaching grade level, reads more than two years below grade level | | | | |
| | Interprets information from charts, graphs and diagrams using grade level text | | | | |
| | Reads chunked text with support | | | | |
| | Uses some descriptive words and content vocabulary in writing with support | | | | |
| 4 - Expanding | Emerging use of spacing, punctuation and capitalization | | | | |
| | Produce original sentences | | | | |
| | Create messages for social purposes | | | | |
| | Writes information from text onto graphic organizers | | | | |
| | Differentiate between fact and opinion in chunked text | | | | |
| | Reads fluently, approaching grade level, with comprehension | | | | |

Key to Performance Levels

C Consistently U Usually S Sometimes R Rarely



WORCESTER PUBLIC SCHOOLS
20 Irving Street, Worcester, MA 01609



Grade English Language Learner Quarterly Report Card 2015-16

Student:
Teacher:

Student HmRm:
ESL Teacher:

Current EPL: 4

| Eng Proficiency Level | ESL - Listening / Speaking | Q1 | Q2 | Q3 | Q4 |
|-----------------------|--|----|----|----|----|
| 4 - Expanding | Tells a story with a beginning, middle, and end using descriptive words | | | | |
| | Ask and answers explicit or clarifying questions | | | | |
| | Makes verbal predictions and connections to text | | | | |
| | Use of academic vocabulary with limited support | | | | |
| | Compare and contrast features (e.g. text, concepts, objects) | | | | |
| 5 - Bridging | Uses simple figurative language and idioms in discussion | | | | |
| | Uses appropriate social and academic vocabulary fluently in conversation | | | | |
| | Gives content based oral presentations (appropriate to grade level) | | | | |
| | Expresses and supports ideas and opinions with examples | | | | |
| | Summarizes stories with multiple story elements | | | | |
| Eng Proficiency Level | ESL - Reading / Writing | Q1 | Q2 | Q3 | Q4 |
| 4 - Expanding | Produce original sentences | | | | |
| | Create messages for social purposes | | | | |
| | Writes information from text onto graphic organizers | | | | |
| | Differentiate between fact and opinion in chunked text | | | | |
| 5 - Bridging | Reads fluently, approaching grade level, with comprehension | | | | |
| | Reads fluently at grade level with comprehension | | | | |
| | Writing meets grade level expectations | | | | |

Key to Performance Levels

| | | | |
|-----------------------|------------------|--------------------|-----------------|
| C Consistently | U Usually | S Sometimes | R Rarely |
|-----------------------|------------------|--------------------|-----------------|



WORCESTER PUBLIC SCHOOLS
 20 Irving Street, Worcester, MA 01609



Grade [] English Language Learner Quarterly Report Card 2015-16

Student: [Redacted]
Teacher: [Redacted]

Student HmRm: [Redacted]
ESL Teacher: [Redacted]

Current EPL: 5

| Eng Proficiency Level | ESL - Listening / Speaking | Q1 | Q2 | Q3 | Q4 |
|-----------------------|--|----|----|----|----|
| 5 - Bridging | Uses appropriate social and academic vocabulary fluently in conversation | | | | |
| | Gives content based oral presentations (appropriate to grade level) | | | | |
| | Expresses and supports ideas and opinions with examples | | | | |
| | Summarizes stories with multiple story elements | | | | |
| Eng Proficiency Level | ESL - Reading / Writing | Q1 | Q2 | Q3 | Q4 |
| 5 - Bridging | Reads fluently at grade level with comprehension | | | | |
| | Writing meets grade level expectations | | | | |

Key to Performance Levels

| | | | | | | | |
|----------|--------------|----------|---------|----------|-----------|----------|--------|
| C | Consistently | U | Usually | S | Sometimes | R | Rarely |
|----------|--------------|----------|---------|----------|-----------|----------|--------|