

Understanding Your Students Progress Report and Report Card

SANBORN REGIONAL MIDDLE SCHOOL



Student Name: John Smith

Grade: 6

ID:



Your student's name & grade

Purpose of Reports

This report is designed to inform you about the student's progress toward achieving the New Hampshire Grade Span Expectation (GLEs). The GLEs along with the skill expectations of your school, establish high and challenging expectations for all students; describe what students should know, be able to do, and care about; and serve as a basis for curriculum, instruction, and assessment in the Sanborn Regional School District. The curriculum for each content area is based on the standards relevant to the area. This report however cannot communicate everything you might possibly want to know about your child's progress. This report should be considered with other information you receive from the school such as your child's work, open house, conferences, and skills checklists provided by teachers throughout the school year. Communication between the family and the school staff is highly encouraged. If you have any questions or concerns, please contact your child's teacher or counselor. You may also complete the parent comment section and return to the teacher.

There are many ways in which a student's learning progress may be reported. This chart provides a simple way to compare various methods, allowing the reader to view equivalent measures.

The reader may, for example, compare a proficiency Level (Exceeding, Meeting, etc.) to its equivalent Rubric score, or Performance Descriptor.

In this model, a student who is described to be "Meeting" learning expectations, would receive between a 2.5 and 3.49 if a Rubric was used, "...consistently meeting the performance standards for the grade level...." if a Performance Descriptor was used.

Level	Rubric	Performance Descriptors for Academic Standards
Exceeding	3.50-4.00	The student consistently exceeds the performance standards for the grade-level. The student with relative ease, grasps, applies, generalizes, and extends key concepts, processes, and skills consistently and independently.
Meeting	2.50-3.49	The student consistently meets the performance standards for the grade-level. The student, with limited errors, grasps key concepts, processes, and skills for the grade-level and understands and applies them effectively.
Inconsistent Progress	1.50-2.49	The student is progressing toward meeting the performance standard for the grade-level. The student is beginning to grasp key concepts, processes, and skills for the grade-level, but demonstrates inconsistent understanding and application of concepts.
Limited Progress	1.25-1.49	The student is making some progress toward meeting the performance standard. The student is not demonstrating understanding of grade-level key concepts, processes and skills and requires additional time and support.
Not Met	Less than 1.25	The student has not yet met the standard
Not Assessed		The standard has not yet been assessed

The top portion of this chart lists the course name. The top portion of this chart also provides the teacher of the course with an opportunity to report the student's progress in meeting the six (6) School-wide General Learning Outcomes (GLOs). Each teacher, in each course, will rate the student's progress in achieving proficiency in these expectations.

The ratings on these Learning Expectations provide insight into the student's grade and performance, but do not alter the standards/competency grades or the overall course grade. The scale below is used for GLOs.

3 = Proficient

2 = Progressing

1 = Needs Improvement

	Tri 1	Tri 2	Tri 3	Overall
General Learning Outcomes: LANGUAGE ARTS				
Self-Directed Learner The ability to be responsible for one's own learning	3			
Community Contributor Resolving conflict, assuming responsibility for behavior, demonstrating diversity and tolerance, maintaining a safe and supportive environment, and contributing responsibility to one's school, community, and world	2			
Complex Thinker The ability to demonstrate critical thinking and problem solving strategies	1			
Quality Producer The ability to recognize and produce quality performance and quality products	2			
Effective Communicator The ability to communicate effectively through reading, writing, speaking, viewing, and listening	3			
Effective and Ethical User of Technology The ability to use a variety of technologies effectively and ethically	4			
	Tri 1	Tri 2	Tri 3	Overall
LANGUAGE ARTS	B/85			
Speaking and Listening	E			
Expository Text	M			
Literary Text	M			
Word Identification	M			
Reading Strategies	E			
Habits of Writing	LP			
Structures of Writing	M			
Types of Writing	M			

The bottom portion of this chart lists the course standards/competencies in the course, along with rubric grades for each. Course standards/competencies --- the essential concepts, skills, and knowledge required in the course --- are different for each SRMS course. At SRMS, 90% of a student's Overall Course Grade is calculated through the summative assessments of course standards/competencies. The remaining 10% of a student's Overall Course Grade comes from "formative assessments", which are, essentially "practice work" that leads toward an assessment of a course competency.

The student's Overall Grade for this trimester.