

Understanding Your Child's Status Report and Report Card

Sanborn Regional School District Grades K-5

STUDENT NAME: Annie Boddie
HOMEROOM TEACHER: Smyth, Jo

GRADE LEVEL: 1

***Your child's
name, grade &
teacher***

Purpose of Reports

This report is designed to inform you about the student's progress toward achieving the New Hampshire Grade Level Expectation (GLEs) Standards. 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 at 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, the open house, conferences, and skills checklist 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.

Skill Indicators KEY	Characteristics of Successful Learners	Trimester 1	Trimester 2	Trimester 3
4= Exemplary 3= Proficient 2= Progressing 1= Needs Improvement	Student consistently and independently demonstrates grade-level expectations across all settings. Student consistently demonstrates grade-level expectations. Student is beginning to demonstrate grade-level expectations. Student is beginning to demonstrate grade-level expectations with adult support.			
COOPERATION	Student work together to help each other and to solve problems.	3	3	3
ASSERTION	Students speak up for themselves and others and participate in directing their learning.	2	2	3
RESPONSIBILITY	Students take care of themselves and work hard at their learning.	3	3	3
EMPATHY	Students understand and respect other's feelings and opinions.	3	3	3
SELF-REGULATION/CONTROL	Students control their own actions and emotions in a safe way.	3	3	3

***Work Study
Practice
Descriptors
and Student
Grades***

	Level	Code	Performance Descriptor	Elementary Level Assignment Score
Competent	Exemplary	E	The student consistently and independently demonstrates the ability to analyze and synthesize essential content knowledge and skills in a new task.	4
	Proficient	P	The student consistently and independently demonstrates the ability to apply and transfer essential content, knowledge and skills in a new task.	3
Not Competent	In Progress	IP	The student demonstrates the emerging ability to apply and transfer essential content, knowledge and skills.	2
	Limited Proficiency	LP	The student is not demonstrating the application and transfer of essential content, knowledge and skills.	1
	Override Codes	NYC	NYC: The student is not yet competent in the performance standard(s).	
		IWS	IWS: The student has not produced a sufficient amount of evidence to determine the level for which they have met the performance standard(s).	
Other Override Codes: NA: The performance standard has not yet been assessed. I: The student has not yet submitted evidence to determine the level for which they have met the performance standard(s). X: The student is exempt from the assignment.				

Competency Descriptors

There are many ways in which a student's learning progress may be reported. This chart provides a simple way to compare the levels of competency.

The Status Report given at the end of Trimester 1, 2 and 3 provides a standards-based grade of the student's achievement for each trimester.

	Tri 1	Tri 2	Tri 3
READING			
Foundational Reading Skills	IP	P	P
Reading: Informational Text	IP	P	E
Reading: Literary Text	IP	P	P
Word Identification and Vocabulary	P	P	P

Status Report

The course/content name is listed at the top, with the corresponding competencies listed below. Course/Content standards (concepts, skills and knowledge) required for the course/content area are different for each content area at the elementary level.