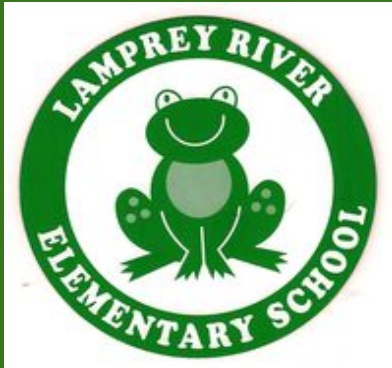


LRES & IHGMS Competency Based Reporting - Update



December 19, 2018

Competency Based Reporting - Advantages

- **Clearly defined competencies for each subject for each grade**
 - What we want our students to know and be able to do
 - Language is similar in grade level spans
 - More aligned with where we are headed in Project-based learning
- **Separate reporting of behaviors from academics; Work Study Practices**
- **Printable Report Card**
- **LRES - Rating scale of 1-4, Parent documents to explain trimester reporting**
- **IHGMS - Traditional Grades & Competency Scores**

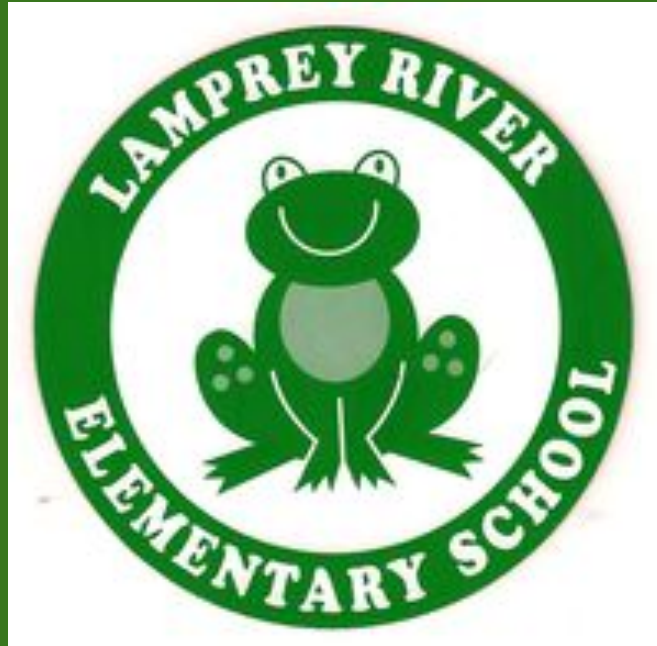
Competency Based Reporting - Challenges

- **Assessment of work study practices aligned to summative assessments- work in progress (LRES)**
- **Work Study Practices - All WSP's for all content areas under review (LRES & IHGMS)**
- **Consistent use of the 50-100 grade scale (IHGMS)**
- **Integrating two different grading practices into one system; Traditional (averaging) & Competency Based Grading (proficiency based) (IHGMS)**

Competency Based Reporting - Still Under Development

- Refinement of the alignment of competencies between grade levels
- Continued work on Scope & Sequence curriculum documents - Unit development
- Refinement of the course competencies- power standards
- Continued development of common summative assessments and related rubrics
- Defining a level 4 with a common district understanding
- Refinement of the four point scale

Lamprey River Elementary School





Lamprey River Elementary School
Report Card as of: 12/03/2018
2018-2019

Principal: Laura Yacek

Student Information

Student: XXXXXXXXXX
 Grade Level: 4
 Homeroom: 41/

Attendance	T1	T2	T3	YR
Days Absent	1	0		1
Times Tardy	1	0		1

Competency Grading		
Proficient with Distinction	4.0 - 3.5	Previously: ME (Meets with Excellence) The student is exceeding the grade level competencies. He/She extends concepts and skills to a greater depth than presented.
Proficient	3.4 - 2.1	Previously: M (Meets) The student is meeting the grade level competencies. He/She is able to grasp key concepts, processes, and skills.
Partially Proficient	2.0 - 1.5	Previously: MM (Marginally Meets) The student is progressing toward the grade level competencies. He/She performs inconsistently in regards to accuracy and quality.
Substantially Below Proficient	1.4 - 0.0	Previously: NYM (Not Yet Meeting) The student is not meeting the grade level competencies. He/She is not demonstrating understanding of key concepts and skills.
Insufficient Work Shown	IWS	Indicator is not demonstrated because of insufficient student work to assess.
Not Yet Assessed	NYA	Due to the progression and design of units these competencies have yet to be covered at this point in the year.
Not Assessed This Term	NATT	Due to the progression and design of units these competencies were not assessed this term.

Attendance			
Kathryn Robinson	T1	T2	T3
Work Study Practice: Communication	3 <div style="width: 100%; height: 10px; background-color: #90EE90;"></div>		
Work Study Practice: Creativity	3 <div style="width: 100%; height: 10px; background-color: #90EE90;"></div>		
Work Study Practice: Collaboration	3 <div style="width: 100%; height: 10px; background-color: #90EE90;"></div>		
Work Study Practice: Critical Thinking and Problem Solving	3 <div style="width: 100%; height: 10px; background-color: #90EE90;"></div>		
Work Study Practice: Self Direction	3 <div style="width: 100%; height: 10px; background-color: #90EE90;"></div>		

Language Arts

Kathryn Robinson	T1	T2	T3
Students will read to make meaning while flexibly using a variety of strategies, applying and extending foundational literacy skills.	2		
Students will make meaning of increasingly complex literary print and non-print texts, and provide text details to support interpretations and analysis.	3		
Students will make meaning of increasingly complex informational print and non-print texts, and provide text details to support interpretations and analysis.	3		
Students will compose narrative texts, describing real or imaginary events or experiences, using a variety of forms.	2.8		
Students will compose informative text to examine a topic and clearly convey ideas and information with a specific focus.	NYA		
Students will analyze a topic or text(s) using a variety of sources and apply organizational strategies and evidence to support an opinion for varied audiences.	NYA		
Students will speak effectively to express ideas for a variety of purposes and audiences. Students will listen, view, and interpret information from a variety of sources and formats, in order to make meaning and respond effectively.	3		
Students will engage in group and individual research/inquiry to investigate topics of individual or shared interest and to analyze, integrate, and present information.			

Mathematics

Kathryn Robinson	T1	T2	T3
Students will reason abstractly and quantitatively, recognizing and making appropriate use of mathematical symbols and expressions for different purposes.	2		
Students will demonstrate an understanding of number systems, thinking flexibly and attending to precision and reasonableness when solving problems using whole numbers, fractions, and decimals.	3		
Students will apply additive, multiplicative, and fractional reasoning using multiple strategies (algorithms, models, manipulatives) to solve authentic applied problems.	3		
Students will use reasoning and self-monitoring to analyze and justify one or more solution pathways.	NYA		
Students will use measurement tools, units, and attributes to describe and compare objects, situations, or events, and to solve authentic applied measurement problems.	NYA		
Students will make use of structure to represent, analyze, and generalize change or patterns in various contexts using models and justification.	NYA		
Students will use attributes of two-dimensional shapes and complex figures to solve authentic applied problems.	NYA		
Students will gather, represent, and interpret data related to a particular/single context, including authentic applications.	NYA		

Science

Kathryn Robinson	T1	T2	T3
Students will work collaboratively and individually to generate testable questions or to define problems in terms of a given situation; research, plan, and conduct investigations or apply engineering design practices; analyze and interpret data; and construct and communicate evidence-based explanations or best possible solutions.	3		
Students will sort and classify natural and designed phenomena, identifying similarities and differences, in order to recognize and use patterns.			
Students will investigate cause and effect relationships to make predictions and support evidenced-based explanations or claims about change.	3		
Students will use relative scale and quantity to describe, compare, or represent data in order to answer questions about observable and non-observable phenomena, creative investigations, and solve problems.	NYA		
Students will investigate and use models of natural or human designed systems in order to describe a system, how its parts function together, and how internal and external factors affect the system of its parts.	NYA		
Students will investigate and use models to make predictions and support evidenced based explanations about the cycling of matter and flow of energy within and between systems.	NYA		
Students will investigate the structure, substructure, and function of organisms and human designed objects in order to analyze relationships and support evidenced based explanations about survival or performance.	NYA		
Students will investigate natural or designed systems in order to make predictions, analyze, and explain how slow or rapid changes may affect the stability of a system over time.			

Social Studies

Kathryn Robinson	T1	T2	T3
Develop and present research based projects which synthesize information from multiple resources	2		
Students examine how they can actively improve and solve problems their classroom, school, or local community	3		
Understand why society needs rules, laws and government. Examine responsibilities of citizens at the local, state, or national level	NYA		
Demonstrate an understanding of the foundational concepts of economics.	NYA		
Analyze maps to understand the ways in which geographic features influence life in New Hampshire and the United States.	NYA		
Apply and demonstrate knowledge of major eras, individual and/or groups who have profoundly affected life in the United States	3		

Art

Michelle Munson

	T1	T2	T3
Create: Applying the skills and language of a specific arts discipline, students will demonstrate the ability to create in the arts.			
Present: Applying the skills and language of a specific art discipline, students will demonstrate the ability to present in the arts.			
Respond: Applying the skills and language of a specific art discipline, students will demonstrate the ability to respond in the arts.			
Connect: Applying the skills and language of a specific arts discipline, students will demonstrate the ability to connect in the arts.	3		
Work Study Practice: Communication			
Work Study Practice: Creativity	3		
Work Study Practice: Collaboration			
Work Study Practice: Critical Thinking and Problem Solving			
Work Study Practice: Self Direction	3		

Health

Douglas Roy

	T1	T2	T3
Cognitive: Comprehend concepts related to health promotion and disease prevention. Analyze the influence of culture, media, technology and other factors on health.			
Affective: Exhibits responsible personal and social behavior that respects self and others. Demonstrate the ability to practice health enhancing behaviors and reduce health risks.	3		
Physical Fitness: Demonstrate the ability to use goal-setting and decision-making skills to enhance health.			
Personal Health: Demonstrate the ability to access valid health information and health-promoting products and services. Demonstrate the ability to advocate for personal, family and community health.			
Work Study Practice: Communication	3		
Work Study Practice: Creativity	3		
Work Study Practice: Collaboration	3		
Work Study Practice: Critical Thinking and Problem Solving	3		
Work Study Practice: Self Direction	3		

Library

Abigail Samsel

	T1	T2	T3
Think: Inquire, think critically, and gain knowledge	3		
Create: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge			
Share: Share knowledge and participate ethically and productively as members of our democratic society.			
Grow: Pursue personal and aesthetic growth.			
Work Study Practice: Communication			
Work Study Practice: Creativity	3		
Work Study Practice: Collaboration			
Work Study Practice: Critical Thinking and Problem Solving	3		
Work Study Practice: Self Direction			

Music

Alison LaCasse

	T1	T2	T3
Creating: demonstrate the ability to create in the art form of music.			
Presenting: demonstrate the ability to present in the art form of music.	3		
Responding: demonstrate the ability to respond in the art form of music.			
Connecting: demonstrate the ability to connect in and through the art form of music.			
Work Study Practice: Communication			
Work Study Practice: Creativity			
Work Study Practice: Collaboration			
Work Study Practice: Critical Thinking and Problem Solving			
Work Study Practice: Self Direction			

Work Study Practices

**Raymond School District
Lamprey River Elementary School Work-Study Practices Rubric**

	4 – Proficient with Distinction	3 – Proficient	2 – Below Proficient	1 - Substantially Below Proficient
Communication: <i>Can use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.</i>	Demonstrates all practices at a high level, consistently and over multiple learning opportunities.	<i>Demonstrates all:</i> <ul style="list-style-type: none"> Expresses ideas clearly, respectfully with confidence. Displays whole body listening. Interprets information using multiple modalities.(verbal/written/technology/manually). 	Demonstrates some but not all practices in proficient category.	Demonstrates one or none of the practices in proficient category.
Creativity: <i>Can use original and flexible thinking to communicate my ideas or construct a unique product or solution; “thinks outside the box”.</i>	Demonstrates all practices at a high level, consistently and over multiple learning opportunities.	<i>Demonstrates all:</i> <ul style="list-style-type: none"> Applies learned skills to think originally. Demonstrates learning in multiple ways. Takes academic risks. 	Demonstrates some but not all practices in proficient category.	Demonstrates one or none of the practices in proficient category.
Collaboration: <i>Can work in diverse groups to achieve a common goal.</i>	Demonstrates all practices at a high level, consistently and over multiple learning opportunities.	<i>Demonstrates all:</i> <ul style="list-style-type: none"> Contributes to a group while recognizing/respecting the needs, differences, opinions and ideas of other. Accepts responsibilities and exercises flexibility and willingness to compromise. 	Demonstrates some but not all practices in proficient category.	Demonstrates one or none of the practices in proficient category.
Self-Direction: <i>Can initiate and manage my learning, and</i>	Demonstrates all practices at a high level, consistently and over multiple	<i>Demonstrates all:</i> <ul style="list-style-type: none"> Preservers in completing tasks. Understands strengths and weaknesses to grow as a learner and self-improve. 	Demonstrates some but not all practices in proficient	Demonstrates one or none of the practices in proficient

<p><i>demonstrate a “growth” mindset, through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.</i></p>	<p>learning opportunities.</p>		<p>category.</p>	<p>category.</p>
<p>Critical Thinking & Problem Solving: <i>Can identify key elements of the problem issue, formulate valid conclusions based on sufficient and reliable evidence and consider alternative solutions and different points of view.</i></p>	<p>Demonstrates all practices at a high level, consistently and over multiple learning opportunities.</p>	<p><i>Demonstrates all:</i></p> <ul style="list-style-type: none"> • Draws conclusions using supporting evidence and rationale. • Creates and evaluates innovative solutions. • Demonstrates flexible thinking. 	<p>Demonstrates some but not all practices in proficient category.</p>	<p>Demonstrates one or none of the practices in proficient category.</p>



Iber Holmes Gove Middle School





Iber Holmes Gove Middle School
Report Card as of: 12/03/2018
2018-2019

Principal: Robert Bickford

Student Information

Student: [REDACTED]

Grade Level: 8

Homeroom:

Attendance	T1	T2	T3	YR
Days Absent	5	0		5
Times Tardy	0	0		0

Competency Grading		
Proficient with Distinction	4.0 - 3.5	The student is exceeding the grade level competencies. He/She extends concepts and skills to a greater depth than presented.
Proficient	3.4 - 2.1	The student is meeting the grade level competencies. He/She is able to grasp key concepts, processes, and skills.
Partially Proficient	2.0 - 1.5	The student is progressing toward the grade level competencies. He/She performs inconsistently in regards to accuracy and quality.
Substantially Below Proficient	1.4 - 0.0	The student is not meeting the grade level competencies. He/She is not demonstrating understanding of key concepts and skills.
Insufficient Work Shown	IWS	Indicator is not demonstrated because of insufficient student work to assess.
Not Yet Assessed	NYA	Due to the progression and design of units these standards have yet to be covered at this point in the year.
Not Assessed This Term	NATT	Due to the progression and design of units these standards were not assessed this term.

Course Grades	Teacher	T1	T2	T3	F1
Art	Lessard, Mary Ann				
Band	Rockenhauser, Alicia	A 96			A 96
Computers	Turcotte, Scott				
English	Simonds, Courtney	B+ 88			B+ 88
FCS	Nye, Tiffany	A- 92			
Homeroom	Poulin, Sarah				
Integrated Math	Poulin, Sarah	A 96			A 96
Science	Matulewicz, Megan	B 84			B 84
Social Studies	Poulin, Sarah	B+ 87			B+ 87

English

Courtney Simonds	T1	T2	T3
Reading Literature: Students will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex print and non-print literary texts, citing a range of relevant and compelling textual evidence to support their analyses.	3		
Reading Informational Text: Students will comprehend and draw conclusions about the author's intent in a variety of increasingly complex print and non-print informational texts, citing a range of relevant and compelling textual evidence to support their analyses.			
Narrative Writing: Students will produce clear, coherent, and effective narrative writing for a range of types, purposes, and audiences (e.g., blogs, podcasts, graphic novels, narrative non-fiction).			
Speaking & Listening: Students will initiate and participate effectively in speaking-listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), responding respectfully and appropriately to diverse perspectives, and expressing ideas clearly and purposefully.			
Informational Writing: Students will produce clear, coherent, and effective informative writing for a range of types, purposes, and audiences.	3.7		
Work Study Practice: Communication	4		
Work Study Practice: Creativity			
Work Study Practice: Collaboration			
Work Study Practice: Critical Thinking and Problem Solving			
Work Study Practice: Self Direction	4		

Integrated Math

Sarah Poulin	T1	T2	T3
Students will demonstrate the ability to use and extend properties of the real number system.	3.8		
Students will demonstrate the ability to create and use algebraic models to connect mathematical concepts and properties when solving real world problems.			
Students will demonstrate the ability to explain and justify reasoning when solving equations and a systems of equations.			
Students will demonstrate the ability to interpret, analyze, and use functions when applied in a variety of contexts, including real world phenomena.			
Students will demonstrate the ability to build functions that model relationships between two quantities.			
Students will demonstrate the ability to use reasoning to construct and apply viable arguments about similarity.			
Students will demonstrate the ability to explain, apply, and model geometric measurement formulas.			
Students will demonstrate the ability to apply statistical methods or reasoning to summarize, represent, and interpret categorical and quantitative data.			
Work Study Practice: Communication			
Work Study Practice: Creativity			
Work Study Practice: Collaboration			
Work Study Practice: Critical Thinking and Problem Solving			
Work Study Practice: Self Direction	3		

Science

Megan Matulewicz	T1	T2	T3
Understand that scientists use logic, models, evidence, and current knowledge to explain their world.	2.9		
Understand that there is order and predictability in the universe which can be organized into systems and predicted by laws and theories.	2.9		
Understand that the structure or shape of a living thing, material, or system is related to its function.			
Understand that living things, materials, and systems remain constant, change at different rates, or exist in equilibrium over time.			
Develop an appreciation for the role science plays in our culture and everyday lives, and actively engage in scientific investigation.			
Work Study Practice: Communication	4		
Work Study Practice: Creativity	4		
Work Study Practice: Collaboration	2.3		
Work Study Practice: Critical Thinking and Problem Solving	3		
Work Study Practice: Self Direction	3.5		

Social Studies

Sarah Poulin	T1	T2	T3
Students will be able to develop questions that drive thoughtful and authentic inquiry related to various aspects of social studies.	3.3		
Students will be able to apply their knowledge of concepts and tools related to civics, geography, economics, and/or history to engage in thoughtful inquiry.			
Students will be able to use a variety of tools and resources to gather, evaluate, and synthesize information from a variety of sources to make evidence-based claims in response to social studies related questions.			
Students will be able to engage in discourse by communicating their evidence-based conclusions using a variety of formats and methods and they will also be able to demonstrate the ability to give and receive feedback from adults and peers.	3.1		
Students will be able to apply their knowledge of social studies related concepts and issues to plan and/or take informed action.			
Work Study Practice: Communication			
Work Study Practice: Creativity			
Work Study Practice: Collaboration			
Work Study Practice: Critical Thinking and Problem Solving	3.1		
Work Study Practice: Self Direction	3.5		

Art

Mary Ann Lessard	T1	T2	T3
Create: Applying the skills and language of a specific art discipline, students will demonstrate the ability to create in the arts.			
Present: Applying the skills and language of a specific arts discipline, students will demonstrate the ability to present in the arts.			
Respond: Applying the skills and language of a specific arts discipline, students will demonstrate the ability to respond in the arts.			
Connect: Applying the skills and language of a specific arts discipline, students will demonstrate the ability to connect to the arts.			
Work Study Practice: Communication			
Work Study Practice: Creativity			
Work Study Practice: Collaboration			
Work Study Practice: Critical Thinking and Problem Solving			
Work Study Practice: Self Direction			

Computers

Scott Turcotte	T1	T2	T3
Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.			
Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.			
Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.			
Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.			
Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.			
Creative Communicator & Collaborator: Students use digital tools to communicate & collaborate clearly and effectively across a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.			
Work Study Practice: Communication			
Work Study Practice: Creativity			
Work Study Practice: Collaboration			
Work Study Practice: Critical Thinking and Problem Solving			
Work Study Practice: Self Direction			

FCS

Tiffany Nye	T1	T2	T3
Foods and Nutrition: Students will analyze basic nutrition and acquire food preparation skills needed for a safe and healthy environment.	3.6		
Relationships: Students will demonstrate knowledge and skills necessary to maintain healthy, respectful, and caring connections within the family, workplace, peer groups, and community.	3.6		
Textiles, Fashion, and Apparel: Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products using the sewing machine and hand sewing techniques.	3.7		
Child Care and Development: Students will obtain a broad understanding of the conditions needed to make informed decisions pertaining to the care and development of children.	3.4		
Work Study Practice: Communication	3.6		
Work Study Practice: Creativity	4		
Work Study Practice: Collaboration	3.5		
Work Study Practice: Critical Thinking and Problem Solving	3.4		
Work Study Practice: Self Direction	3.3		

Band

Alicia Rockenhauser	T1	T2	T3
Creating: demonstrate the ability to create in the art form of music.			
Presenting: demonstrate the ability to present in the art form of music.	3.9		
Responding: demonstrate the ability to respond in the art form of music.			
Connecting: demonstrate the ability to connect in and through the art form of music.			
Work Study Practice: Communication			
Work Study Practice: Creativity			
Work Study Practice: Collaboration	3		
Work Study Practice: Critical Thinking and Problem Solving	3		
Work Study Practice: Self Direction	3		

Work Study Practices

**Raymond School District
Iber Holmes Gove Middle School Work-Study Practices Rubric**

	4 – Proficient with Distinction	3 – Proficient	2 – Below Proficient	1 - Substantially Below Proficient
<p>Communication: <i>Can use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.</i></p>	Demonstrates all practices at a high level, consistently and over multiple learning opportunities.	<p><i>Demonstrates all:</i></p> <ul style="list-style-type: none"> Expresses ideas clearly, respectfully with confidence. Participates in discussions and demonstrates active listening. Interprets information using multiple modalities. (verbal/written/technology/manually). 	Demonstrates some but not all practices in proficient category.	Demonstrates one or none of the practices in proficient category.
<p>Creativity: <i>Can use original and flexible thinking to communicate my ideas or construct a unique product or solution; “thinks outside the box”.</i></p>	Demonstrates all practices at a high level, consistently and over multiple learning opportunities.	<p><i>Demonstrates all:</i></p> <ul style="list-style-type: none"> Applies learned skills to think originally. Demonstrates learning in multiple ways. Takes academic risks. 	Demonstrates some but not all practices in proficient category.	Demonstrates one or none of the practices in proficient category.
<p>Collaboration: <i>Can work in diverse groups to achieve a common goal.</i></p>	Demonstrates all practices at a high level, consistently and over multiple learning opportunities.	<p><i>Demonstrates all:</i></p> <ul style="list-style-type: none"> Contributes to a group while recognizing/respecting/considering the needs, differences, opinions, perspectives, and ideas of other. Accepts responsibilities and exercises flexibility and willingness to compromise. 	Demonstrates some but not all practices in proficient category.	Demonstrates one or none of the practices in proficient category.

<p>Self-Direction: <i>Can initiate and manage my learning, and demonstrate a “growth” mindset, through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.</i></p>	<p>Demonstrates all practices at a high level, consistently and over multiple learning opportunities.</p>	<p><i>Demonstrates all:</i></p> <ul style="list-style-type: none"> • Preservers in completing tasks. • Understands strengths and weaknesses to grow as a learner and self-improve. • Prepared for class with materials ready to learn. • Takes responsibility for choices. 	<p>Demonstrates some but not all practices in proficient category.</p>	<p>Demonstrates one or none of the practices in proficient category.</p>
<p>Critical Thinking & Problem Solving: <i>Can identify key elements of the problem issue, formulate valid conclusions based on sufficient and reliable evidence and consider alternative solutions and different points of view.</i></p>	<p>Demonstrates all practices at a high level, consistently and over multiple learning opportunities.</p>	<p><i>Demonstrates all:</i></p> <ul style="list-style-type: none"> • Draws conclusions using supporting evidence and rationale. • Creates and evaluates innovative solutions. • Demonstrates flexible thinking. • Identifies key elements of the problem, task, or issue. 	<p>Demonstrates some but not all practices in proficient category.</p>	<p>Demonstrates one or none of the practices in proficient category.</p>

LRES & IHGMS Competency Based Reporting - Update

Questions?