



# Lamprey River Elementary School

Report Card as of: 04/25/2018

2017-2018

Principal: Bryan Belanger

Student Information  
 Student: Sample Student  
 Grade Level: 3  
 Homeroom: Daniels



Attendance	Q1	Q2	Q3	Q4
Days Absent				
Times Tardy				























## 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 - 2.0	Previously: M (Meets) The student is meeting the grade level competencies. He/She is able to grasp key concepts, processes, and skills.	*
Partially Proficient	1.9 - 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

Teacher Daniels	Q1	Q2	Q3	Q4
Work Study Practice: Communication	3	3	3	
Work Study Practice: Creativity	2	3	3	
Work Study Practice: Collaboration	1	2	3	
Work Study Practice: Critical Thinking and Problem Solving	2	2	3	
Work Study Practice: Self Direction	4	4	4	

























## Language Arts

Teacher Daniels	Q1	Q2	Q3	Q4
Students will read to make meaning while flexibly using a variety of strategies, applying and extending foundational literacy skills.	2.6 	3 	3 	
Students will make meaning of increasingly complex literary print and non-print texts, and provide text details to support interpretations and analysis.	NYA	3 	3.2 	
Students will make meaning of increasingly complex informational print and non-print texts, and provide text details to support interpretations and analyses.	IWS	1.5 	1.9 	
Students will compose narrative texts, describing real or imaginary events or experiences, using a variety of forms	1 	2 	3 	
Students will compose informative text to examine a topic and clearly convey ideas and information with a specific focus.	2.5 	2.8 	3.2 	
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.	3.4 	3.5 	4 	
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.	4 	4 	4 	
Students will engage in group and individual research/inquiry to investigate topics of individual or shared interest and to analyze, integrate, and present information.	1.4 	1.5 	1.6 	

















**Mathematics**

Teacher Daniels	Q1	Q2	Q3	Q4
Students will reason abstractly and quantitatively, recognizing and making appropriate use of mathematical symbols and expressions for a variety of purposes, including variables.	NYA	NYA	1.5	
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.	1	1.5	2	
Students will apply additive, multiplicative, and fractional reasoning using multiple strategies (algorithms, models, manipulatives) to solve authentic applied problems.	IWS	1.2	2	
Students will use reasoning and self-monitoring to analyze and justify one or more solution pathways.	3	3	4	
Students will use measurement tools, units, and attributes to describe and compare objects, situations, or events, and to solve authentic applied measurement problems.	2	2	2.5	
Students will make use of structure to represent, analyze, and generalize change or patterns in various contexts using models and justification.	IWS	2	2	
Students will use attributes of two-dimensional shapes and complex figures to solve authentic applied problems.	3	3	3	
Students will gather, represent, and interpret data related to a particular/single context, including authentic applications.	2	NATT	2	

## Science

Teacher Daniels	Q1	Q2	Q3	Q4
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 possible solutions.	1 	2 	3 	
Students will sort and classify natural and designed phenomena, identifying similarities and differences, in order to recognize and use patterns	2 	1 	2 	
Students will investigate cause and effect relationships to make predictions and support evidence-based explanations or claims about change	3 	3 	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, create investigations, and solve problems.	2.5 	3.5 	3.6 	
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 or its parts.	2.3 	2.6 	3 	
Students will investigate and use models to make predictions and support evidence-based explanations about the cycling of matter and flow of energy within and between systems.	2 	2 	2 	
Students will investigate the structure, substructure, and function of organisms and human-designed objects in order to analyze relationships and support evidence-based explanations about survival or performance.	3 	3 	3 	
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.	2 	3 	3 	

**Social Studies**

<b>Social Studies</b>				
<b>Teacher Daniels</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Applications of Social Studies Processes, Knowledge, and Skills: Develop and present research based projects which synthesize information from multiple resources.	1 	2 	2 	
Civic Engagement: Students examine how they can actively improve and solve problems in their classroom, school, local community.	1.3 	2 	2 	
Civics and Government: Understand why society needs rules, laws, and government. Examine responsibilities for citizens at the local, state, or national level.	1.5 	1.5 	2 	
Economics: Demonstrate an understanding of the foundational concepts of economics.	1.8 	IWS	2 	
Geography: Analyze maps to understand the ways in which geographic features influence life in New Hampshire and the United States.	3.3 	NATT	3 	
History: Apply and demonstrate knowledge of major eras, individuals and/or groups who have profoundly affected life in the United States.	2.5 	2.5 	3 	

**Art**

<b>Art</b>				
<b>Munson</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
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.				
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				

**Health****Mr. Roy****Q1 Q2 Q3 Q4**

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.

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

Work Study Practice: Creativity

Work Study Practice: Collaboration

Work Study Practice: Critical Thinking and Problem Solving

Work Study Practice: Self Direction

**Library****Samsel****Q1 Q2 Q3 Q4**

Think: Inquire, think critically, and gain knowledge

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

Work Study Practice: Collaboration

Work Study Practice: Critical Thinking and Problem Solving

Work Study Practice: Self Direction

**Music****Mrs. LaCasse****Q1 Q2 Q3 Q4**

Applying the skills and language of the music discipline, students will demonstrate the ability to present in 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

<b>Physical Education</b>				
<b>Mr. Faulkner</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Psychomotor: Demonstrates competency in motor skills and movement patterns.				
Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.				
Affective: Exhibits responsible personal and social behavior that respects self and others.				
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				

