

New Boston Central School



Family Guide *to understanding the*

Readiness Report Card

15 Central School Road
New Boston, NH 03070
603-487-2211
<http://www.nbcs.k12.nh.us/>

Why Standards-Based Report Cards?

In the elementary grades, learning is seen as a process that is based on a developmental model. Traditional grading does not communicate student's strengths and weaknesses to parents or guardians. By using a standards-based report card, parents or guardians will have a better understanding of the areas their child needs additional practice.

Where do the standards come from?

The Mathematics and English Language Arts Standards come from the NH College and Career Ready Standards, which can be found here:

https://www.education.nh.gov/innovations/hs_redesign/competencies.htm

Reporting on Student Mastery

Score	Descriptor	Explanation
4	Consistently	Student consistently excels at grade level standards.
3	Usually	Student consistently and independently meets grade level standards. This is the expected outcome.
2	Sometimes	Student shows partial or inconsistent understanding of grade level standards. Independent performance shows gaps in understanding or teacher support is needed.
1	Not Yet	Student is not yet competent at grade level standards. Teacher support is needed to show basic competence.
N/A	Not Assessed	Not Assessed during this marking period.

Reporting on Successful Learner Characteristics

On a standard-based report card academic marks do not reflect a child's effort, attitude or work habits. These important characteristics are reported separately on the report card.

Successful Learner Characteristics

■ Safe

- Follow directions
- Use materials and equipment appropriately
- Follow classroom routines and rules

■ Respectful

- Listen with focus
- Respect the opinions of others
- Work well with peers
- Exhibit self-control

■ Responsible

- Work independently
- Exhibit effort
- Participate actively
- Organize materials and tasks
- Complete classwork in a timely manner
- Complete homework assignments

Fine & Gross Motor Skill Power Standards

▪ **Gross Motor Skills**

- Demonstrates galloping for 5 consecutive steps
- Demonstrates skipping by alternating feet
- Hops 10 times on each foot
- Balances for 10 seconds on each foot
- Catches a tossed ball with outstretched arms
- Catches a bounced tennis ball in both hands
- Runs and kicks a rolling ball

▪ **Fine Motor Skills**

- Demonstrates small muscle control: coloring within fine lines, cuts on lines, folds/ creases paper
- Demonstrates appropriate pencil grip

Social Emotional Skills

- Works and plays well with others
- Follows school and class rules
- Shows respect for others at group time
- Uses self-control
- Demonstrates self-confidence
- Works with increasing independence
- Makes good use of time
- Responds appropriately to disappointment
- Attention span is appropriate to lesson
- Participates in cleaning up materials
- Follows two step directions

Reading Power Standards

▪ **Foundational Skills**

- Recognizes high frequency words (End-of Year total: 40)
- Identifies rhyming words
- Produces rhyming words
- Discriminates beginning sounds
- Discriminates ending sounds
- Blends sounds into words (C-V-C pattern)
- Uses sound-letter knowledge to read words
- Letter Recognition -Upper Case
- Letter Recognition - Lower Case

▪ **Writing & Grammar**

- Writes first and last name (capital letter followed by lowercase)
- Uses letter-sound knowledge to write words
- Can write a sentence, using a capital at the beginning, spaces between words and proper end punctuation.
- Tracks print from left to right, top to bottom
- Understands the difference between letters and words
- Matches spoken to written words (one-to-one correspondence)

■ **Speaking and Listening**

- Makes eye contact with speaker/listener
- Stays on subject of conversation
- Contributes to class discussion
- Expresses ideas clearly
- Speaks in complete sentences
- Follows oral directions
- Attends while others are speaking (large group)
- Attends while others are speaking (small group)
- Letter Sound Recognition

Mathematics Power Standards

■ **Counting & Cardinality**

- Writes numerals 1-20
- Count to 100 by ones
- Count to 100 by twos
- Count to 100 by fives
- Count to 100 by tens
- Count backwards from 20
- Matches sets of objects to a numeral
- Understands the terms more, less, same, equal
- Shares a whole by separating into 2 equal parts ($1/2$)

■ **Mathematical Practices**

- Numerical Recognition (0-20)
- Numerical Recognition by 10s to 100
- Operations & Algebraic Thinking
- Adds to 10
- Subtracts to 10
- Understands place value through the tens place

■ **Measurement & Data**

- Understands and reads picture and bar graphs
- Creates and extends patterns
- Classifies on basis of size, form, color and functions
- Understands estimation
- Names the days of the week/months of year in sequence
- Identifies coins (penny, nickel, dime)
- Tells time to the nearest hour

■ **Geometry**

- Identifies basic two- dimensional shapes
- Identifies basic three- dimensional shapes

Integrated Arts Power Standards

■ Art

- Demonstrates and applies art concepts and skills
- Demonstrates positive work habits: respect, Appropriate use of equipment, preparedness, and working cooperatively with others

■ Music

- Demonstrates and applies music concepts and skills
- Demonstrates positive work habits: respect, Appropriate use of equipment, preparedness, and working cooperatively with others

■ Physical Education

- Demonstrates and applies physical education concepts and skills
- Demonstrates positive work habits: respect, Appropriate use of equipment, preparedness, and working cooperatively with others