

NEW MILFORD BOARD OF EDUCATION
New Milford Public Schools
50 East Street
New Milford, Connecticut 06776

COMMITTEE ON LEARNING
SPECIAL MEETING NOTICE

RECEIVED
TOWN CLERK
2015 NOV 13 P 1:25
NEW MILFORD, CT

DATE: November 17, 2015
TIME: 6:45 PM
PLACE: Lillis Administration Building -- Room 2

AGENDA

New Milford Public Schools Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

- 1. CALL TO ORDER
- 2. PUBLIC COMMENT

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

3. DISCUSSION AND POSSIBLE ACTION

- A. Request for New Program or Course
 - 1. Middle East Studies Michael Abraham

4. ITEMS FOR INFORMATION AND DISCUSSION

- A. Social Studies Professional Development update Joshua Smith
- B. Update on November 3 Professional Development Joshua Smith
- C. Senior English at NMHS Joshua Smith
- D. Samples of updated report cards Joshua Smith
- E. Curriculum Plan update Joshua Smith

5. PUBLIC COMMENT

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

6. ADJOURN

Sub-Committee Members: **Mrs. Daniele Shook, Chairperson**
Mrs. Angela C. Chastain
Mr. Dave Littlefield
Mr. David R. Shaffer

Alternates: **Mr. John W. Spatola**
Mr. David Lawson

Introducing a New Program or Course

At times, a need for a new program or an opportunity for a new course presents itself. Decisions to make these changes, while always encouraged, need to be made carefully and only after thoughtful planning.

The form that follows this page is designed to help encourage thoughtful planning and careful decision-making and is used when proposing a new course. It is important to note that requests for a new course should be made in a timely fashion so that it may be adequately budgeted and staffed. Therefore, it is requested that proposal for any new course that is planned to be offered in the next budget year be submitted to the office of the Assistant Superintendent no later than November 1st in the academic year proceeding its initial offering.

Requests for a new program or course must have the principal's prior approval. In the case of high school/middle school, it must also have the department chair's prior endorsement (where applicable) as well.

Once a proposal is received by the Assistant Superintendent, it will be reviewed and if approved, brought to the Committee on Learning for endorsement, allowing program development to move forward (Le. curriculum writing).

Once the curriculum is written, it will come back to the Committee on Learning for endorsement and if so endorsed, sent to the Board of Education for adoption.

A schematic chart showing that process can be found in the Appendix of this handbook.

What follows is a Request for a New Program or Course form.

Requests for a New Program or Course

Signature of Principal: _____
Signature of Department Chair: _____ (if applicable)

Date: October 19, 2015

Title of Proposal: Middle East Studies _____

Person(s) Submitting Proposal: Michael Abraham

Curriculum Area: Social Studies _____

Number of Credits/Level (if applicable): 0.5 _____

Prerequisite Courses (if applicable): None _____

Grade(s): 11-12 _____

1. Description of Program/Course: (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share? (Use attachment if more space is needed.)

This course would provide students with a unique opportunity to analyze the social dynamics of the contemporary Middle East through film and literature, and analyze the political dynamics of the region through Model UN and other simulations aimed at addressing ongoing issues pertaining to Syria, ISIS, the Arab-Israeli conflict and the Arab Spring. The course would include an opportunity for students to participate in the Fairfield University Model UN program which typically includes 1-2 issues directly relating to the Middle East.

The course would also offer students the opportunity to learn the fundamentals of Arabic writing and speaking, examine cultural content specific to the many different ethnic groups that inhabit the region.

Sample Topics:

- What were the goals and aspirations of the Arab Spring? To what extent did they materialize?
- How did we get from Al-Qaeda to ISIS? What policy options would be best for the U.S. in meeting such challenges?
- In what ways do key ethnic groups such as Sunni Arabs, Shi'a Arabs, Kurds, Persians, etc. differ?
- What new approaches might a newly appointed diplomat promote in trying to make subtle advances in settling the long standoff between Israelis and Palestinians?

In so far as relationship to the Common Core is concerned, this course would draw upon noted periodicals such as Foreign Affairs so that students may analyze and comprehend and synthesize information in our simulations. Therefore, the course would specifically match the following Common Core standards as well as the standards cited below from the American Council on Teaching Foreign Languages (ACTFL).

CCSS.ELA-Literacy.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., ~~quantitatively~~ quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

American Council on Teaching Foreign Languages (ACTFL)/ National Standards of Language Learning (NSLL)

ACTFL/NSLL - Interpretive 4.2 Evaluate similarities and differences in language use and idiomatic expressions between the target language and one's native language

ACTFL/NSLL - Presentational 1.3 Produce a variety of creative oral and written expressions

ACTFL/NSLL – Comprehension and Collaboration 4.1 Demonstrate an awareness of formal and informal language expressions in other languages and one's own

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

The Middle East is a region that has shaped and preoccupied American foreign policy since the mid-20th century, and will continue to do so for decades to come.

Last year, at the end of their AP World History year, several students expressed an interest in studying the complex issues facing the Middle East in more depth. The AP World History course has been very successful, but the nature of the course is historical and it moves quickly from topic to topic. Likewise, the Global Studies course offers some exposure to the region, but it also moves quickly and can only touch upon the contemporary politics of the region.

This particular course would have strong pertinence in that it helps meet a demand for increased career readiness as programs within many states are adopting Arabic language programs and the National Security Education Program (NSEP), a program created by the Office of the U.S. Defense Department in 1991, presently ranks Arabic as the most critical language of study for our nation's security.

Alternative would be to not host such a class, but my sense is that it is an exciting opportunity that would attract many students and potentially prompt some to consider collegiate study and possibly a career in policy shaping, public service, government and so on. Another alternative is to host the course in alternate years so that students may take it in Junior or Senior year.

The only disadvantage I see is it could draw students from other classes.

3. Forecasted impact of change: (again, use an additional sheet if needed)

A. Please describe the likely impact of change on the students intended to be directly served by the program/ course.

Students who take the course will likely be inspired to deepen their research of the region and possibly travel there in college or at the least study Arabic.

B. Will it have impact on other students, if so how.

This course could draw students from other classes, possibly Economics, Psychology, Chinese Studies, Russian Studies or Modern America. Again, the alternative of hosting it in alternate years may help address such possibilities.

C. How will it affect students currently being served and are caught in a transition process? (If applicable)

For some students it may offer a chance to study something really interesting while earning extra credits needed toward graduation.

D. What is the impact of this proposal on staffing?

In my own case, I usually teach one section of Chinese Studies, maybe a second one or History through Film. My sense is that it would be a lateral move.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

Students should be able to pair their schedules up with another elective.

F. Are there space implications associated with the program/ course?

20 – 25 students would be ideal.

G. How might this impact other programs? (Example: Is a new elective likely to affect enrollment in other departments?)

This course could conceivably draw from other departments that offer electives.

4. What resources are required for the program?

A. Is there a need for new technology? If so, explain.

In the short term, I will rely upon:

- Pimsleur Modern Standard Arabic language instruction tapes (already have)
- Arabic language handouts
- A class set of Elizabeth Fernea's *Guests of the Sheik: An Anthology of an Iraqi Village* (Dept. already possesses)
- A novel such as *Egypt on the Brink* by Tarek Osman (\$16.50 x 30 copies = \$495.00)

B. What current materials will need replacement? N/A

C. Are there staffing needs required because of the resources?

No.

D. Would there be specific needs for materials for SPED or for ELL?

There could be specific needs such as books on tape, enlarged print, a teacher's aide, or other special assistance on an as needed basis depending upon the student's IEP or 504 Accommodation plan.

E. Is specialized training required for staff? In my own case, I have spent years studying the politics, history and dynamics of the region. I have also traveled within the region on three separate occasions, and I have taken 3 courses on the fundamentals of the Arabic language. If someone else were to teach the course, there may have to be a willingness to receive instruction on the fundamentals of Arabic writing as well as spoken Modern Standard Arabic (MSA). I would point out that several of our department members are capable of providing in-depth political and social analysis of the region.

5. Who will be involved in curriculum writing and when does one envision it will occur?

I would be involved in the curriculum writing and it would occur prior to the start of the course

6. Develop a projected budget of impact costs for three years:

Description	Year 1	Year 2	Year 3	Total
Costs of Text				
Supplies	\$495.00			
Professional Development				
Curriculum Writing	\$360.00			
Staffing	.5			
Other (Identify)				
Total	\$855.00			

REPORT CARD
HILL AND PLAIN SCHOOL
Grade: 0K
School Year: 2015-16

60 Old Town Park Rd.
 New Milford, CT 06776
 860-354-5430

Student: _____
 Teacher: _____

Proficiency Rating Key

M = Meets Grade Level Standard
 P = Progressing toward Grade Level Standard
 I = Improvement Needed
 N/A = Not assessed at this time

This report card is designed to communicate specific areas of each student's growth throughout the year. This growth is measured within the context of distinct curriculum objectives, classroom instruction, and program/grade level expectations. The report card, combined with parent/teacher conferencing, will provide the most accurate reflection of scholastic achievement.

Attendance Record

	Tri 1	Tri 2	Tri 3	Total
Days Absent	2.00	0.00		2.00
Days Tardy	0.00	0.00		0.00
Early Dismissal	0.00	0.00		0.00

MATHEMATICS	1st	2nd	3rd
PRACTICE STANDARDS			
Makes sense of problems and perseveres in solving them	I		
Clearly communicates mathematical reasoning	I		
Models and uses tools	P		
COUNTING AND CARDINALITY			
Counts to 100 by ones	I		
Counts forward from any number	N/A		
Counts and represents a number of objects with a written numeral, 0 - 20	N/A		
Compares groups of objects to 10 (greater than, less than, equal to)	N/A		
OPERATIONS AND ALGEBRAIC THINKING			
Solves addition story problems within 10 with objects or drawings	N/A		
Solves subtraction story problems within 10 with objects or drawings	N/A		
Decomposes numbers up through 10 into 2 parts	N/A		
Fluently knows number pairs for numbers through 5	N/A		
NUMBER AND OPERATIONS - BASE TEN			
Uses objects and drawings to demonstrate an understanding that the numbers 11-19 are composed of a ten and ones	N/A		
MEASUREMENT AND DATA			
Describes and compares measurable attributes such as length and weight	N/A		
Classifies objects and counts the number of objects in categories	P		
GEOMETRY			
Identifies and describes two- and three-dimensional shapes	P		
Analyzes, compares, creates, and composes shapes	P		
Describes the relative position of objects using terms (above, below, beside, in front of, behind, and next to)	N/A		

WRITING	1st	2nd	3rd
TEXT TYPES AND PURPOSES			
Uses a combination of drawing, dictating and writing to compose opinion pieces that tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>my favorite book is...</i>)	N/A		
Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what they are writing about and supply some information about the topic	N/A		
Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened	I		
PRODUCTION AND DISTRIBUTION OF WRITING			
With guidance and support from adults, responds to questions and suggestions from peers and add details to strengthen writing as needed	N/A		
With guidance and support from adults, explores a variety of digital tools to produce and publish writing including in collaboration with peers	N/A		
RESEARCH TO BUILD AND PRESENT KNOWLEDGE			
Participate in shared research and writing projects	N/A		
With guidance and support from adults, recalls information from experiences or gather information from provided sources to answer a question	N/A		

FINE MOTOR	1st	2nd	3rd
PHYSICAL DEVELOPMENT			
Demonstrates large muscle development (skip, hop)	P		
Demonstrates small muscle development (cut, draw, write)	I		

READING	1st	2nd	3rd
KEY IDEAS AND DETAILS			
With prompting and support, asks and answers questions about key details in a literary and informational text	N/A		
With prompting and support, retells familiar stories, including key details	N/A		
With prompting and support, identifies the main topic and retells key details of an informational text	N/A		
With prompting and support, identifies characters, settings, and major events in a story	P		
With prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in an informational text	N/A		
CRAFT AND STRUCTURE			
Asks and answers questions about unknown words in a text	I		
Recognizes common types of texts (e.g., storybooks, poems)	N/A		
With prompting and support, names the author and illustrator of a story and define the role of each in telling the story	P		
INTEGRATION OF KNOWLEDGE AND IDEAS			
With prompting and support, describes the relationship between illustrations and the story in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)	I		
With prompting and support, identifies the reasons an author gives to support points in an informational text	N/A		
With prompting and support, compares and contrasts the adventures and experiences of characters in familiar texts	N/A		
With prompting and support, identifies basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)	N/A		
READING RANGE/LEVEL OF TEXT COMPLEXITY			
Actively engages in group reading activities with purpose and understanding	N/A		
FOUNDATIONAL SKILLS			
Demonstrates understanding of the organization and basic features of print	P		
Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	N/A		
Knows and applies grade-level phonics and word analysis skills in decoding words	N/A		
Reads emergent-reader texts with purpose and understanding	N/A		

LISTENING AND SPEAKING	1st	2nd	3rd
COMPREHENSION AND COLLABORATION			
Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups	I		
Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood	N/A		
Asks and answers questions in order to seek help, get information, or clarify something that is not understood	N/A		
PRESENTATION OF KNOWLEDGE AND IDEAS			
Describes familiar people, places, things, and events and, with prompting and support, provides additional detail	P		
Adds drawings or other visual displays to descriptions as desired to provide additional detail	P		
Speaks audibly and express thoughts, feelings, and ideas clearly	I		

	1st	2nd	3rd
PERSONAL SKILLS			
SUCCESSFUL LEARNING PRACTICES			
Demonstrates responsible classroom behavior	I		
Demonstrates responsible playground behavior	M		
Demonstrates self-control	I		
Accepts adult direction	P		
Follows directions	P		
Listens attentively	P		
Able to work independently	I		
Demonstrates organizational skills	P		
Completes classroom assignments in a timely manner	P		

ART			
DuVerger, Nicole			
ART PRODUCTION			
Demonstrates progress and competency in use of materials. Skills at an appropriate level.	P		
ART CONCEPTS			
Uses line, color, shape, value, space, texture, and volume as components to create an art project.	P		
ATTITUDE			
Demonstrates effort. Makes an effort to be a good listener, follows directions, and comes to class with an I'll try attitude.	M		
If checked here, a conference is requested.			

Comments
1st: Off to a great start. Progressing nicely toward end of year expectations.

MUSIC			
Buckley, Leanne			
Vocal Skills	P		
Rhythmic Concepts	P		
Melodic Concepts	P		
Participation and Effort	M		
If checked here, a conference is requested.			

Comments

1st: |

PHYSICAL EDUCATION			
Nocera, Anthony			
PERFORMS SKILLS			
Successfully performs motor skills	P		
BEHAVIOR			
Listens well and follows directions. Demonstrates respect.	P		
COOPERATION			
Is able to share and to work with peers.	P		
DEMONSTRATES EFFORT			
Displays eagerness and willingness to participate. Always tries to perform to the best of his/her ability.	P		
If checked here, a conference is requested.			

Comments

1st:

Comments

REPORT CARD HILL AND PLAIN SCHOOL

Grade: 01

School Year: 2015-16

60 Old Town Park Rd.
New Milford, CT 06776
860-354-5430

Proficiency Rating Key

M = Meets Grade Level Standard
P = Progressing toward Grade Level Standard
I = Improvement Needed
N/A = Not assessed at this time

Student:
Teacher:

This report card is designed to communicate specific areas of each student's growth throughout the year. This growth is measured within the context of district curriculum objectives, classroom instruction, and program/grade level expectations. The report card, combined with parent/teacher conferencing, will provide the most accurate reflection of scholastic achievement.

Attendance Record

	Tri 1	Tri 2	Tri 3	Total
Days Absent	0.00	0.00		0.00
Days Tardy	0.00	0.00		0.00
Early Dismissal	0.00	0.00		0.00

MATHEMATICS	1st	2nd	3rd
PRACTICE STANDARDS			
Makes sense of problems and perseveres in solving them	P		
Clearly communicates mathematical reasoning	P		
Models and uses tools	P		
OPERATIONS AND ALGEBRAIC THINKING			
Represents and solves story problems involving addition using objects, drawings, and equations	P		
Represents and solves story problems involving subtraction using objects, drawings, and equations	N/A		
Demonstrates an understanding of subtraction as comparing	N/A		
Demonstrates an understanding of the relationship between addition and subtraction	N/A		
Uses strategies to add and subtract within 20	N/A		
Demonstrates fluency with addition facts within 10	N/A		
Demonstrates fluency with subtraction facts within 10	N/A		
Demonstrates an understanding of the equal sign	P		
NUMBER AND OPERATIONS - BASE TEN			
Counts to 120	P		
Reads and writes numbers to 120	P		
Compares 2-digit numbers and accurately uses the symbols: < > =	N/A		
Demonstrates an understanding of place value with tens and ones	N/A		
Adds within 100 (2-digit + 1-digit, 2-digit + multiple of ten) using models, drawings and strategies based on place value	N/A		
Mentally adds and subtracts 10 to a 2-digit number without having to count	N/A		
MEASUREMENT AND DATA			
Demonstrates an understanding of linear measurement and compares lengths	N/A		
Tells and writes time from analog and digital clocks to the hour and half hour	N/A		
Organizes, represents, and interprets data	P		
GEOMETRY			
Composes two-dimensional shapes to create new shapes	P		
Composes three-dimensional shapes to make new shapes	N/A		
Partitions circles and rectangles into two and four equal shares using words like halves, fourths, half of, etc.	N/A		

LISTENING AND SPEAKING	1st	2nd	3rd
COMPREHENSION AND COLLABORATION			
Participates in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups	P		
Asks and answers questions about key details in a text read aloud or information presented orally or through other media	N/A		
Asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood	P		
PRESENTATION OF KNOWLEDGE AND IDEAS			
Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly	P		
Adds drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings	P		
Produces complete sentences when appropriate to task and situation	P		

SCIENCE	1st	2nd	3rd
SCIENCE			
Demonstrates and applies concepts	P		

SOCIAL STUDIES	1st	2nd	3rd
SOCIAL STUDIES			
Demonstrates and applies concepts	P		

READING	1st	2nd	3rd
KEY IDEAS AND DETAILS			
Asks and answers questions about literary and informational text	P		
Retells key details of a literary and informational text	P		
Identifies the main topic of an informational text	N/A		
Describes characters, settings, and major events in a literary text	P		
Describes the connection between two individuals, events, ideas, or information in an informational text	N/A		
CRAFT AND STRUCTURE			
Identifies words and phrases in literary texts or poems that suggest feelings or appeal to the senses	N/A		
Explains major differences between books that tell stories and books that give information	P		
Identifies who is telling the story at various points in a text	N/A		
Asks and answers questions to help determine or clarify the meaning of words and phrases in a text	P		
Knows and uses various text features to locate key facts or information in a text	N/A		
Distinguishes between information provided by pictures or other illustrations and information provided by the words in a text	N/A		
INTEGRATION OF KNOWLEDGE AND IDEAS			
Uses illustrations and details in literary and informational texts to describe its characters, setting, events, and key ideas	P		
Compares and contrasts the adventures and experiences of characters in a literary text	P		
Identifies the reasons an author gives to support points in an informational text	N/A		
Identifies basic similarities in and differences between two informational texts on the same topic	N/A		
READING RANGE/LEVEL OF COMPLEXITY			
With prompting and support, reads literary and informational texts appropriately complex for grade one	P		

WRITING	1st	2nd	3rd
TEXT TYPES AND PURPOSES			
Writes opinion pieces that introduce the topic or name the book, states an opinion, supplies a reason for the opinion, and provides some sense of closure	N/A		
Writes informative/explanatory texts that name a topic, supplies some facts about the topic, and provides some sense of closure	N/A		
Writes narratives that recount two or more appropriately sequenced events, includes some details regarding what happened, uses temporal words to signal event order, and provides some sense of closure	P		
PRODUCTION AND DISTRIBUTION OF WRITING			
Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed	N/A		
Uses a variety of digital tools to produce and publish writing, including in collaboration with peers	N/A		
RESEARCH TO BUILD AND PRESENT KNOWLEDGE			
Participates in shared research and writing projects	N/A		
Recalls information from experiences or gathers information from provided sources to answer a question	N/A		
FOUNDATIONAL SKILLS			
Demonstrates understanding of the organization and basic features of print	P		
Demonstrates understanding of spoken words, syllables, and sounds (phonemes)	P		
Knows and applies grade-level phonics and word analysis skills in decoding words	P		
Reads with sufficient accuracy and fluency to support comprehension	P		

	1st	2nd	3rd
LEARNING BEHAVIORS			
SUCCESSFUL LEARNING PRACTICES			
Regulates behavior effectively in structured settings	P		
Regulates behavior effectively in unstructured settings	P		
Accepts responsibility for choices and behaviors	P		
Works and plays without disrupting others	P		
Follows classroom routines	M		
Adjusts to transitions and changes in routines	P		
Responds effectively to conflict	M		
Takes care of materials and belongings	P		

ART			
ART CONCEPTS			
Uses line, color, shape, value, space, texture, and volume as components to create an art project.	P		
ART PRODUCTION			
Demonstrates progress and competency in use of materials. Skills at an appropriate level.	P		
ATTITUDE			
Demonstrates effort. Makes an effort to be a good listener, follows directions, and comes to class with an I'll try attitude.	M		
If checked here, a conference is requested.			
Comments			
1st:			

MUSIC			
Vocal Skills	P		
Rhythmic Concepts	P		
Melodic Concepts	P		
Participation and Effort	M		
If checked here, a conference is requested.			
Comments			
1st:			

PHYSICAL EDUCATION			
BEHAVIOR			
Listens well and follows directions. Demonstrates respect.	P		
COOPERATION			
Is able to share and to work with peers.	M		
DEMONSTRATES EFFORT			
Displays eagerness and willingness to participate. Always tries to perform to the best of his/her ability.	M		
PERFORMS SKILLS			
Successfully performs motor skills	P		
If checked here, a conference is requested.			
Comments			
1st:			

Comments

REPORT CARD HILL AND PLAIN SCHOOL

Grade: 02

School Year: 2015-16

60 Old Town Park Rd.
New Milford, CT 06776
860-354-5430

Proficiency Rating Key

M = Meets Grade Level Standard
P = Progressing toward Grade Level Standard
I = Improvement Needed
N/A = Not assessed at this time

Student: _____
Teacher: _____

This report card is designed to communicate specific areas of each student's growth throughout the year. This growth is measured within the context of district curriculum objectives, classroom instruction, and program/grade level expectations. The report card, combined with parent/teacher conferencing, will provide the most accurate reflection of scholastic achievement.

Attendance Record

	Tri 1	Tri 2	Tri 3	Total
Days Absent	0.00	0.00		0.00
Days Tardy	0.00	0.00		0.00
Early Dismissal	4.00	1.00		4.00

MATHEMATICS	1st	2nd	3rd
PRACTICE STANDARDS			
Makes sense of problems and perseveres in solving them	P		
Clearly communicates mathematical reasoning	P		
Models and uses tools	P		
OPERATIONS AND ALGEBRAIC THINKING			
Uses addition strategies within 100 to solve story problems that involve a variety of problem types	P		
Uses subtraction strategies within 100 to solve story problems that involve a variety of problem types	P		
Represents and solves 2-step story problems involving addition and subtraction within 100	P		
Fluently adds within 20 using mental strategies	P		
Fluently subtracts within 20 using mental strategies	P		
NUMBER AND OPERATIONS - BASE TEN			
Reads, writes, and compares numbers to 1000	P		
Counts within 1000 by 5s, 10s and 100s	P		
Demonstrates an understanding of place value within 1000 (MP 1 to 100; MP 2, 3 to 1000)	N/A		
Mentally adds or subtracts 10 or 100 to a number to 900	N/A		
Uses strategies based on place value understanding and properties of operations to add within 100	N/A		
Uses strategies based on place value understanding and properties of operations to subtract within 100	N/A		
MEASUREMENT AND DATA			
Measures and estimates lengths in standard units (cm, m, in, ft)	N/A		
Represents sums and differences within 100 on a number line	P		
Tells and writes time from analog and digital clocks to the nearest five minutes	N/A		
Solves money word problems (dollar bills, coins)	P		
Represents and interprets data using line plots, picture graphs and bar graphs	N/A		
GEOMETRY			
Describes and analyzes two- and three-dimensional shapes	P		
Partitions circles and rectangles into equal parts and describes the parts using the words halves, thirds, fourths, half of, etc.	N/A		

LISTENING AND SPEAKING	1st	2nd	3rd
COMPREHENSION AND COLLABORATION			
Participates in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups	P		
Recounts or describes key ideas or details from a text read aloud or information presented orally or through other media	P		
Asks and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue	P		
PRESENTATION OF KNOWLEDGE AND IDEAS			
Tells a story or recounts an experience with facts and relevant, descriptive details, speaking audibly in coherent sentences	P		
Creates audio recordings of stories or poems; adds drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings	N/A		
Produces complete sentences when appropriate to task and situation in order to provide requested detail or clarification	P		

SCIENCE	1st	2nd	3rd
SCIENCE			
Demonstrates and applies concepts	P		

SOCIAL STUDIES	1st	2nd	3rd
SOCIAL STUDIES			
Demonstrates and applies concepts	P		

READING	1st	2nd	3rd
KEY IDEAS AND DETAILS			
Asks and answers questions to demonstrate understanding of details in literary and informational text	P		
Recounts literary texts, and determines their central message, lesson, or moral	P		
Describes how characters in a literary text respond to major events and challenges	P		
Identifies the main topic of a multiparagraph informational text as well as the focus of specific paragraphs	N/A		
Describes the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text	N/A		
CRAFT AND STRUCTURE			
Describes how words and phrases supply rhythm and meaning in a literary text, poem, or song	N/A		
Describes the overall structure of a literary text	N/A		
Acknowledges differences in the points of view of characters	P		
Determines the meaning of words and phrases in a text relevant to a grade 2 topic or subject area	P		
Knows and uses various text features to locate key facts or information in a text	N/A		
Identifies the main purpose of a text	N/A		
INTEGRATION OF KNOWLEDGE AND IDEAS			
Uses information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot	P		
Compares and contrasts the most important points and key details presented in two texts on the same topic	N/A		
Explains how specific images contribute to and clarify an informational text	N/A		
Describes how reasons support specific points the author makes in an informational text	N/A		
Compares and contrasts two or more versions of the same literary text by different authors or from different cultures	N/A		
READING RANGE/LEVEL OF TEXT COMPLEXITY			
By the end of the year, reads and comprehends literature in the grades 2-3 text complexity band proficiently	I		

WRITING	1st	2nd	3rd
TEXT TYPES AND PURPOSES			
Writes opinion pieces in which they introduce the topic or book they are writing about, states an opinion, supplies reasons that support the opinion, uses linking words to connect opinion and reasons, and provides a concluding statement or section	N/A		
Writes informative/explanatory texts that introduce a topic, uses facts and definitions to develop points, and provides a concluding statement or section	N/A		
Writes narratives that recount a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provides a sense of closure	I		
PRODUCTION AND DISTRIBUTION OF WRITING			
Focuses on a topic and strengthens writing as needed by revising and editing	P		
Uses a variety of digital tools to produce and publish writing, including in collaboration with peers	N/A		
RESEARCH TO BUILD AND PRESENT KNOWLEDGE			
Participates in shared research and writing projects	N/A		
Recalls information from experiences or gather information from provided sources to answer a question	P		
FOUNDATIONAL SKILLS			
Knows and applies grade-level phonics and word analysis skills in decoding words	P		
Reads with sufficient accuracy and fluency to support comprehension	I		

	1st	2nd	3rd
LEARNING BEHAVIORS			
SUCCESSFUL LEARNING PRACTICES			
Regulates behavior effectively in structured settings	P		
Regulates behavior effectively in unstructured settings	P		
Accepts responsibility for choices and behaviors	P		
Works and plays without disrupting others	P		
Follows classroom routines	P		
Adjusts to transitions and changes in routines	P		
Responds effectively to conflict	P		
Takes care of materials and belongings	P		

ART			
ART CONCEPTS			
Uses line, color, shape, value, space, texture, and volume as components to create an art project.	P		
ART PRODUCTION			
Demonstrates progress and competency in use of materials. Skills at an appropriate level.	P		
ATTITUDE			
Demonstrates effort. Makes an effort to be a good listener, follows directions, and comes to class with an I'll try attitude.	M		
If checked here, a conference is requested.			

Comments
1st: _____

MUSIC			
Vocal Skills	M		
Rhythmic Concepts	P		
Melodic Concepts	P		
Participation and Effort	M		
If checked here, a conference is requested.			

Comments
1st: _____

PHYSICAL EDUCATION			
BEHAVIOR			
Listens well and follows directions. Demonstrates respect.	P		
COOPERATION			
Is able to share and to work with peers.	P		
DEMONSTRATES EFFORT			
Displays eagerness and willingness to participate. Always tries to perform to the best of his/her ability.	M		
PERFORMS SKILLS			
Successfully performs motor skills	P		
If checked here, a conference is requested.			

Comments
1st: _____

Comments

REPORT CARD SARAH NOBLE INTERMEDIATE SCHOOL

25 Sunny Valley Rd.
New Milford, CT 06776
860-210-4020

Grade: 03
School Year: 2015-16

Proficiency Rating Key

M = Meets Grade Level Standard
P = Progressing toward Grade Level Standard
I = Improvement Needed
N/A = Not assessed at this time

Student: .

Teacher:

This report card is designed to communicate specific areas of each student's growth throughout the year. This growth is measured within the context of district curriculum objectives, classroom instruction, and program/grade level expectations. The report card, combined with parent/teacher conferencing, will provide the most accurate reflection of scholastic achievement.

Attendance Record

	Tri 1	Total
Days Absent	4.00	3.00
Days Tardy	0.00	0.00
Early Dismissal	0.00	0.00

Math	1st	2nd	3rd
PRACTICE STANDARDS			
Makes sense of problems and perseveres in solving them	P		
Clearly communicates mathematical reasoning	P		
Models and uses tools	P		
OPERATIONS AND ALGEBRAIC THINKING			
Demonstrates an understanding of multiplication as equal groups; interprets answers of whole number multiplication problems	N/A		
Demonstrates an understanding of division as partitioning and equal shares; interprets answers of whole number division problems	N/A		
Represents and solves problems involving multiplication and division within 100	N/A		
Demonstrates fluency with multiplication facts through 9x9	N/A		
Represents, solves, and explains two-step problems involving the four operations; Uses mental computation to assess the reasonableness of answers	P		
Identifies and explains patterns in arithmetic	P		
NUMBER AND OPERATIONS - BASE TEN			
Uses place value understanding and properties of operations to perform multi-digit arithmetic	P		
Fluently adds and subtracts within 1000 using different strategies	N/A		
Multiplies 1 - digit numbers by multiples of 10	N/A		
NUMBER AND OPERATIONS - FRACTIONS			
Demonstrates an understanding of fractions as equal parts of a whole	N/A		
Represent fractions as numbers on a number line	N/A		
Understands 2 fractions are equivalent if they are the same size or at the same point on a number line	N/A		
Compares fractions with like numerators or like denominators by reasoning about their size	N/A		
Records the results of comparing fractions with the symbols <, =, > and justifies conclusion by using a visual fraction model	N/A		
MEASUREMENT AND DATA			
Tells and writes time from an analog and digital clock to the nearest minute	N/A		
Represents elapsed time problems on a number line diagram	N/A		
Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects	N/A		
Represents and interprets data using scaled picture graphs, scaled bar graphs, and line plots	M		
Understands concepts of area and relates area to multiplication and addition	N/A		
Solves problems involving perimeters of polygons	N/A		
GEOMETRY			
Understands that shapes in different categories may share attributes, and that the shared attributes can define a larger category, e.g. quadrilaterals	N/A		
Partitions shapes into parts with equal areas and expresses the area as a unit fraction of the whole	N/A		
Science			
Demonstrates and applies concepts	P		

Reading	1st	2nd	3rd
KEY IDEAS AND DETAILS			
Asks and answers questions to demonstrate understanding of a text, referring to the literary and informational text for the answers	N/A		
Recounts texts; determines the central message, lesson, or moral, explains how it is conveyed through details in the text	N/A		
Describes characters in a literary text and explain how their actions contribute to the sequence of events	P		
Determines the main idea of an informational text; recounts details and explains how they support the main idea	N/A		
Describes the relationship between a series of historical events, scientific ideas or concepts, or steps in an informational text, using language that pertains to time, sequence, and cause/effect	N/A		
CRAFT AND STRUCTURE			
Determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	N/A		
Refers to parts texts, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each part builds on earlier sections	N/A		
Distinguishes their own point of view from that of the narrator or those of the characters	M		
Determines the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade three topic or subject area	N/A		
Uses text features and search tools to locate information relevant to a given topic efficiently	N/A		
Distinguishes their own point of view from that of the author of a text	N/A		
INTEGRATION OF KNOWLEDGE AND IDEAS			
Explains how specific aspects of a text's illustrations contribute to what is conveyed by the words in a literary text	M		
Compares and contrasts the themes, settings, and plots of literary texts written by the same author about the same or similar characters	N/A		
Uses information gained from illustrations and the words in an informational text to demonstrate understanding of the text	N/A		
Describes the logical connection between particular sentences and paragraphs in a text	N/A		
Compares and contrasts the most important points and key details presented in two texts on the same topic	N/A		
READING RANGE/LEVEL OF TEXT COMPLEXITY			
By the end of the year, reads and comprehends literature, including literary texts, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently	P		
SOCIAL STUDIES			
Demonstrates and applies concepts	P		

	1st	2nd	3rd
Writing			
TEXT TYPES AND PURPOSES			
Writes opinion pieces on topics or texts, supporting a point of view with reasons	N/A		
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly	N/A		
Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	P		
PRODUCTION AND DISTRIBUTION OF WRITING			
Produces writing in which the development and organization are appropriate to task and purpose	P		
Develops and strengthens writing as needed by planning, revising, and editing	P		
With guidance and support from adults, uses technology to produce and publish writing as well as to interact and collaborate with others	N/A		
RESEARCH TO BUILD AND PRESENT KNOWLEDGE			
Conducts short research projects that build knowledge about a topic	N/A		
Recalls information from experiences or gathers information from print and digital sources; takes brief notes on sources and sort evidence into provided categories	N/A		
RANGE OF WRITING			
Writes routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences	P		
FOUNDATIONAL SKILLS			
Knows and applies grade-level phonics and word analysis skills in decoding words	P		
Reads with sufficient accuracy and fluency to support comprehension	P		

Listening and Speaking			
COMPREHENSION AND COLLABORATION			
Engages in a range of collaborative discussions on grade three topics and texts, building on others' ideas and expressing their own clearly.	P		
Determines the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	P		
Asks and answers questions about information from a speaker, offering appropriate elaboration and detail.	P		
PRESENTATION OF KNOWLEDGE AND IDEAS			
Reports on a topic or text, tell a literary text, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	N/A		
Creates audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; adds visual displays when appropriate to emphasize or enhance certain facts or details.	N/A		
Speaks in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	P		

	1st	2nd	3rd
Learning Behaviors 3			
SUCCESSFUL LEARNING PRACTICES			
Regulates behavior effectively in structured settings.	M		
Regulates behavior effectively in unstructured settings.	M		
Accepts responsibility for choices and behaviors.	M		
Works and plays without disrupting others.	M		
Follows classroom routines.	M		
Adjusts to transitions and changes in routines.	M		
Responds effectively to conflict.	M		
Takes care of materials and belongings.	M		

Comments

ART			
ART CONCEPTS			
Uses line, color, shape, value, space, texture, and volume as components to create an art project.	P		
ART PRODUCTION			
Demonstrates progress and competency in use of materials. Skills at an appropriate level.	P		
ATTITUDE			
Demonstrates effort. Makes an effort to be a good listener, follows directions, and comes to class with an "I'll try" attitude.	P		
If checked here, a conference is requested.			

Comments

PE			
BEHAVIOR			
Listens well and follows directions. Demonstrates respect.	P		
COOPERATION			
Is able to share and to work with peers.	P		
DEMONSTRATES EFFORT			
Displays eagerness and willingness to participate. Always tries to perform to the best of his/her ability.	P		
PERFORMS SKILLS			
Successfully performs motor skills.	P		
If checked here, a conference is requested.			

Comments

MUSIC			
MUSIC			
Vocal Skills	P		
Rhythmic Concepts	P		
Melodic Concepts	P		
Participation and effort.	P		
Recorder	P		
If checked here, a conference is requested.			

Comments

Student
25 Sunny Valley Rd.
New Milford, CT 06776
860-210-4020

SARAH NOBLE INTERMEDIATE SCHOOL
REPORT CARD
Grade: 04
School Year: 2015-16

Teacher:

Proficiency Rating Key

This report card is designed to communicate specific areas of each student's growth throughout the year. This growth is measured within the context of district curriculum objectives, classroom instruction, and program/grade level expectations. The report card, combined with parent/teacher conferencing, will provide the most accurate reflection of scholastic achievement.

M = Meets Grade Level Standard
P = Progressing toward Grade Level Standard
I = Improvement Needed
N/A = Not assessed at this time

Language Arts: Writing, Language, Speak	1st	2nd	3rd
TEXT TYPES AND PURPOSES Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	P		
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	N/A		
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	P		
PRODUCTION AND DISTRIBUTION OF WRITING Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	P		
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	P		
With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.	P		
RESEARCH TO BUILD AND PRESENT KNOWLEDGE Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	N/A		
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	N/A		
Draw evidence from literary or informational texts to support analysis, reflection, and research.	P		
RANGE OF WRITING Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purpose, and audiences.	P		
CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	P		
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	P		
KNOWLEDGE OF LANGUAGE Use knowledge of language and its conventions when writing, speaking, reading, or listening.	P		
VOCABULARY ACQUISITION AND USE Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	P		
VOCABULARY ACQUISITION AND USE Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	P		
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	P		
COMPREHENSION AND COLLABORATION Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	P		
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	P		
Identify the reasons and evidence a speaker provides to support particular points.	P		
PRESENTATION OF KNOWLEDGE AND IDEAS Report on a topic or text, tell a story, or recount an experience in an organized manner; speak clearly at an understandable pace.	P		
Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	N/A		
PRESENTATION OF KNOWLEDGE AND IDEAS Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.	P		

MATH	1st	2nd	3rd
MATHEMATICAL PRACTICES Makes sense of problems and perseveres in solving them.	P		
MATHEMATICAL PRACTICES Clearly communicates mathematical reasoning.	P		
Models and uses tools.	P		
OPERATIONS AND ALGEBRAIC THINKING Multiplies or divides to solve word problems involving multiplicative comparison using drawings or equations.	P		
Represents, solves, and explains multi-step problems involving the four operations. Uses mental computation to assess the reasonableness of answers.	P		
Is familiar with factors, multiples, prime, and composite numbers in the range of 1-100.	P		
Generates a number or shape pattern that follows a given rule.	N/A		
NUMBER AND OPERATIONS - BASE TEN Generalizes place value understanding for multi-digit whole numbers.	N/A		
Fluently adds multi-digit whole numbers using the standards algorithm.	P		
Fluently subtracts multi-digit whole numbers using the standard algorithm.	P		
Multiplies a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers using various strategies.	P		
Finds whole-number quotients and remainders with up to four-digit dividends and one-digit divisors using various strategies.	P		
NUMBER AND OPERATIONS - FRACTIONS Demonstrates an understanding of fraction equivalence using models.	N/A		
Compares two fractions with unlike and denominators by creating common denominators or by comparing to a benchmark fraction.	N/A		
Adds fractions (including mixed numbers) with unlike denominators using an appropriate strategy.	N/A		
Subtracts fractions (including mixed numbers) with unlike denominators using an appropriate strategy.	N/A		
Applies and extends previous understandings of multiplication to multiply a fraction by a whole number using an appropriate strategy, including in the context of a story problem.	N/A		
Understands decimal notation for fractions and compares decimal fractions.	N/A		
MEASUREMENT AND DATA Solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	P		
Applies the area and perimeter formulas for rectangles in real world problems.	N/A		
Makes a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8) and uses it to solve problems involving addition and subtraction of fractions.	N/A		
Recognizes angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.	N/A		
Measures angles in whole-number degrees using a protractor. Sketches angles of specified measure.	N/A		
Solves addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.	N/A		
GEOMETRY Draws points, lines, line segments, rays, angles (right, acute, obtuse), perpendicular, and parallel lines. Identify these in two-dimensional figures.	N/A		
Classifies two-dimensional figures based on the properties of their lines and angles.	N/A		
Recognizes a line of symmetry for a two-dimensional figure. Identifies line-symmetric figures and draw lines of symmetry.	N/A		

	1st	2nd	3rd
READING			
KEY IDEAS AND DETAILS			
Refer to details and examples in texts when explaining what the text says explicitly and when drawing inferences from the text.	P		
Determine a central idea of a text (theme or main idea) from details in the text; summarize literary and informational texts.	P		
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	P		
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	P		
CRAFT AND STRUCTURE			
Determine the meaning of words and phrases as they are used in a literary text, including those that allude to significant characters found in mythology (e.g., Hercules).	P		
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	P		
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.	N/A		
Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	N/A		
Compare and contrast the point of view from which different texts are narrated, including the difference between first- and third-person narrations.	N/A		
INTEGRATION OF KNOWLEDGE AND IDEAS			
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	N/A		
Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	N/A		
Explain how an author uses reasons and evidence to support particular points in an informational text.	N/A		
Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	P		
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	N/A		
READING RANGE/ LEVEL OF TEXT COMPLEXITY			
By the end of the year, read and comprehend literature as well as informational texts in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	P		
FOUNDATIONAL SKILLS			
Know and apply grade-level phonics and word analysis skills in decoding words.	P		
Read with sufficient accuracy and fluency to support comprehension.	P		
SOCIAL STUDIES			
Demonstrates and applies concepts	P		
SCIENCE			
Demonstrates and applies concepts	P		

	1st	2nd	3rd
Learning Behaviors			
SUCCESSFUL LEARNING PRACTICES			
Regulates behavior effectively in structured settings	I		
Regulates behavior effectively in unstructured settings	I		
Accepts responsibility for choices and behaviors	P		
Works and plays without disrupting others	I		
Follows classroom routines	P		
Adjusts to transitions and changes in routines	I		
Responds effectively to conflict	I		
Takes care of materials and belongings	M		

	1st	2nd	3rd
Comments			
ART			
ART CONCEPTS			
Uses line, color, shape, value, space, texture, and volume as components to create an art project.	P		
ART PRODUCTION			
Demonstrates progress and competency in use of materials. Skills at an appropriate level.	P		
ATTITUDE			
Demonstrates effort. Makes an effort to be a good listener, follows directions, and comes to class with an "I'll try" attitude.	M		
If checked here, a conference is requested.			

	1st	2nd	3rd
Comments			
PHYSICAL EDUCATION			
BEHAVIOR			
Listens well and follows directions. Demonstrates respect.	I		
COOPERATION			
Is able to share and to work with peers.	I		
DEMONSTRATES EFFORT			
Displays eagerness and willingness to participate. Always tries to perform to the best of his/her ability.	P		
PERFORMS SKILLS			
Successfully performs motor skills.	I		
If checked here, a conference is requested.			

	1st	2nd	3rd
Comments			
MUSIC			
MUSIC			
Vocal Skills	P		
Utilizes skills and information presented in class	I		
Participates in all musical activities	I		
Rhythmic Concepts	P		
Melodic Concepts	P		
Participation and effort.	I		
Recorder	P		
If checked here, a conference is requested.			

Attendance Record				
	Tri 1	Tri 2	Tri 3	Total
Absent	1.00	0.00	0.00	1.00
Tardy	0.00	0.00	0.00	0.00
Dismissed	3.00	0.00	0.00	3.00

Student:

**SARAH NOBLE INTERMEDIATE SCHOOL
REPORT CARD**

25 Sunny Valley Rd.
New Milford, CT 06776
860-210-4020

**Grade: 05
School Year: 2015-16**

Proficiency Rating Key

Teacher: '

M = Meets Grade Level Standard
P = Progressing toward Grade Level Standard
I = Improvement Needed
N/A = Not assessed at this time

This report card is designed to communicate specific areas of each student's growth throughout the year. This growth is measured within the context of district curriculum objectives, classroom instruction, and program/grade level expectations. The report card, combined with parent/teacher conferencing, will provide the most accurate reflection of scholastic achievement.

	1st	2nd	3rd		1st	2nd	3rd
WRITING				MATH			
TEXT TYPES AND PURPOSES				MATHEMATICAL PRACTICES			
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	N/A			Makes sense of problems and perseveres in solving them.	P		
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	N/A			Clearly communicates mathematical reasoning.	P		
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	P			Models and uses tools.	P		
PRODUCTION AND DISTRIBUTION OF WRITING				OPERATIONS AND ALGEBRAIC THINKING			
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	P			Uses parentheses, brackets, or braces in numerical expressions, and evaluates expressions with these symbols.	P		
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	P			Writes simple expressions that record calculations with numbers, and interprets numerical expressions without evaluating them.	P		
With some guidance and support from adults, use technology, including the Internet, to produce, publish writing, and interact/collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	P			Generates two numerical patterns using two given rules, and between corresponding terms, identifies apparent relationships, forms ordered pairs, and graphs the ordered pairs on a coordinate plane.	N/A		
RESEARCH TO BUILD AND PRESENT KNOWLEDGE				NUMBER AND OPERATIONS - BASE TEN			
Conduct short research projects that build knowledge through investigation of different aspects of a topic.	N/A			Understands the place value system in multi-digit numbers and explains patterns in the number of zeros.	N/A		
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	N/A			Reads and writes decimals to thousandths using base-ten numerals, number names, and expanded form, and compares two decimals based on place value.	N/A		
Draw evidence from literary or informational texts to support analysis, reflection, and research.	N/A			Use place value understanding to round decimals to any place.	N/A		
RANGE OF WRITING				Fluently multiplies multi-digit whole numbers using the standard algorithm.	P		
Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	P			Finds whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors using an appropriate strategy.	I		
CONVENTIONS OF STANDARD ENGLISH				Add, subtract, multiply, and divide decimals to hundredths using an appropriate strategy.	N/A		
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	P			NUMBER AND OPERATIONS - FRACTIONS			
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	P			Adds fractions (including mixed numbers) with unlike denominators using an appropriate strategy, including in the context of a story problem.	N/A		
KNOWLEDGE OF LANGUAGE				Subtracts fractions (including mixed numbers) with unlike denominators using an appropriate strategy, including in the context of a story problem.	N/A		
Use knowledge of language and its conventions when writing, speaking, reading, or listening.	P			Interprets a fraction as division of the numerator by the denominator and solves word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers using an appropriate strategy.	N/A		
VOCABULARY ACQUISITION AND USE				Applies and extends previous understandings of multiplication to multiply a fraction or whole number by a fraction using an appropriate strategy.	N/A		
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	P			Interprets multiplication as scaling (resizing).	N/A		
Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	P			Solves real world problems involving multiplication of fractions and mixed numbers using an appropriate strategy.	N/A		
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	P			Applies and extends previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions using an appropriate strategy.	N/A		
COMPREHENSION AND COLLABORATION				MEASUREMENT AND DATA			
Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	P			Converts among different-sized standard measurement units within a given measurement system, and uses these conversions in solving multi-step, real world problems.	N/A		
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	P			Makes a line plot to display a data set of measurements in fractions of unit (1/2, 1/4, 1/8) and uses it to solve problems involving all operations of fractions.	N/A		
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	P			Recognizes volume as an attribute of solid figures and understands concepts of volume measurement by counting unit cubes.	P		
PRESENTATION OF KNOWLEDGE AND IDEAS				Relates volume to the operations of multiplication and additions and solves real world problems.	P		
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	P			GEOMETRY			
Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	N/A			Graphs points on the coordinate plane to solve real-world and mathematical problems.	N/A		
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	P			Understands that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	N/A		
				Classifies two-dimensional figures in a hierarchy based on properties.	N/A		
				Comments			

	1st	2nd	3rd
READING			
KEY IDEAS AND DETAILS			
Quote accurately from texts when explaining what the text says explicitly and when drawing inferences from the text.	P		
Determine a central idea of text from details in the text; summarize literary and informational text.	P		
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	P		
Explain the relationships between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	P		
CRAFT AND STRUCTURE			
Determine the meaning of words and phrases as they are used in a text, including figurative language.	P		
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	P		
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	P		
Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	P		
Describe how a narrator's or speaker's point of view influences how events are described.	P		
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	P		
INTEGRATION OF KNOWLEDGE AND IDEAS			
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.	N/A		
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	N/A		
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	P		
Compare and contrast stories in the same genre on their approaches to similar themes and topics.	P		
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	N/A		
READING RANGE/LEVEL OF TEXT COMPLEXITY			
By the end of the year, read and comprehend literature as well as informational texts in the grades 4-5 text complexity band proficiently.	P		
FOUNDATIONAL SKILLS			
Know and apply grade-level phonics and word analysis skills in decoding words.	P		
Read with sufficient accuracy and fluency to support comprehension.	P		
SCIENCE			
Demonstrates and applies concepts	P		
SOCIAL STUDIES			
Demonstrates and applies concepts	P		

	1st	2nd	3rd
Learning Behaviors 5			
SUCCESSFUL LEARNING PRACTICES			
Regulates behavior effectively in structured settings	P		
Regulates behavior effectively in unstructured settings	P		
Accepts responsibility for choices and behaviors	P		
Works and plays without disrupting others	M		
Follows classroom routines	P		
Adjusts to transitions and changes in routines	P		
Responds effectively to conflict	P		
Takes care of materials and belongings	P		
Comments			
ART			
ART CONCEPTS			
Uses line, color, shape, value, space, texture, and volume as components to create an art project.	P		
ART PRODUCTION			
Demonstrates progress and competency in use of materials. Skills at an appropriate level.	P		
ATTITUDE			
Demonstrates effort. Makes an effort to be a good listener, follows directions, and comes to class with an "I'll try" attitude.	M		
If checked here, a conference is requested.			
Comments			
PHYSICAL EDUCATION			
BEHAVIOR			
Listens well and follows directions. Demonstrates respect.	P		
COOPERATION			
Is able to share and to work with peers.	P		
DEMONSTRATES EFFORT			
Displays eagerness and willingness to participate. Always tries to perform to the best of his/her ability.	P		
PERFORMS SKILLS			
Successfully performs motor skills.	P		
If checked here, a conference is requested.			
Comments			
MUSIC			
MUSIC			
Vocal Skills	P		
Utilizes skills and information presented in class	P		
Participates in all musical activities	P		
Rhythmic Concepts	P		
Melodic Concepts	P		
Participation and effort.	P		
Recorder	P		
If checked here, a conference is requested.			
Comments			

Attendance Record

	Tri 1	Tri 2	Tri 3	Total
Absent	3.00	0.00	0.00	3.00
Tardy	1.00	0.00	0.00	1.00
Dismissed	4.00	0.00	0.00	4.00