

# Inter-Lakes School District

Center Harbor/ Meredith/ Sandwich/ New Hampshire

## 2009-2010 Progress Report

Student: \_\_\_\_\_  
 Grade: \_\_\_\_\_  
 Teacher: \_\_\_\_\_

### Academic Rating Scales

4	3	2	1	NYT
<b>Meeting Grade Level Standards with Distinction</b> * Meeting all grade level standards independently and consistently (to date) * Shows a high level of knowledge and understanding * Shows creative and new ways of thinking * Applies learning to other subject areas	<b>Meeting Grade Level Standards</b> * Meeting most grade level standards * Shows knowledge and understanding * Demonstrates sound thinking * Applies learning to other subject areas	<b>Progressing Toward Grade Level Standards</b> * Meeting some grade level standards * Demonstrates some knowledge and understanding * Shows creative and new ways of thinking * Requires extra time, instruction and/or practice	<b>Area of Concern</b> * Not yet meeting grade level standards * Requires more exposure and modeling * Requires an extended amount of time, instruction and/or practice	<b>Indicates an Area which has not been and/or is not being graded at this time.</b>

### Effort and Learner Qualities Rating Scales

C	O	I	N
Consistent	Often	Inconsistent	Needs Attention

<b>Writing (Teacher: _____)</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Effort</b>			
Uses all steps of the writing process to develop writing			
Organizes writing			
Expresses meaningful thoughts and ideas			
Applies grammar in daily work			
Applies spelling in daily work			
Applies capitalization/punctuation in daily work			
<b>Reading (Teacher: _____)</b>			
<b>Effort</b>			
Uses a variety of strategies to comprehend <b>Literary Text</b> (ex: stories, poems, etc.)			
Uses a variety of strategies to comprehend <b>Informational Text</b> (ex: encyclopedias, text books, etc.)			
Reads fluently and accurately			
Reads with expression			
Uses various strategies to read unknown words			

**Grade assignment next year** \_\_\_\_\_  
**Teacher next year** \_\_\_\_\_

<b>Mathematics (Teacher: _____)</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Effort</b>			
Numeration: <i>(place value, fractions, decimals)</i>			
Computation: (+, -, x, ÷)			
Geometry: <i>(shapes, angles, symmetry)</i>			
Measurement: <i>(linear, area, volume)</i>			
Data/Statistics/Probability: <i>(graphs, chance, tables)</i>			
Functions/Algebra: <i>(variables, patterns, formulas)</i>			
<b>Science (Teacher: _____)</b>			
<b>Effort</b>			
Applies science skills			
Earth Science concepts			
Physical Science concepts			
Life Science concepts			
<b>Social Studies (Teacher: _____)</b>			
<b>Effort</b>			
Geography			
History			
Government/Civics			
Economics			

Effort and Learner Qualities Rating Scale			
C	O	I	N
Consistent	Often	Inconsistent	Needs Attention

Learner Qualities	T1	T2	T3
<b>Self-Directed Learner</b>			
Organizes materials and tasks			
Uses time wisely			
Works independently			
Reflects on learning			
Completes home learning			
Works carefully and neatly			
Solves problems effectively			
<b>Cooperative Worker</b>			
Works cooperatively			
Participates actively			
<b>Respectful Citizen</b>			
Listens attentively			
Follows directions			
Solves conflicts effectively			
Respects property, self and others			
Follows school and classroom rules			
<b>Information Literacy</b>			
Uses technology effectively			
Uses Inquiry and Critical Thinking to make informed conclusions/decisions			

Specials	T1	T2	T3
<b>Phys. Ed. (Teacher: _____)</b>			
Effort			
<b>Music (Teacher: _____)</b>			
Effort			
<b>Art (Teacher: _____)</b>			
Effort			
<b>Spanish (Teacher: _____)</b>			
Effort			

Your child would benefit from: (All checked are applicable)	T1	T2	T3
Attending school regularly			
Arriving on time			
Refraining from early dismissal			
Additional reading at home			
Additional practice of math facts at home			
Completing home learning			
Being prepared for school each day			
Other (See Comments)			

Attendance	T1	T2	T3
Days Present			
Days Absent			
Days Tardy			
Early Dismissals			



Please see attached comments for additional information.