
How were the SAU 15 competencies developed?

Grade level teams of teachers across the SAU created the grade level and work study competency statements based on

- NH Model Competencies
- NH Academic Standards – ELA, Math, Science, UA, Health
- Social Studies – NH SS Frameworks & C3 Social Studies Standards
- District K-5 Programs

What are work study practices?

Work study practices are behavioral qualities that students need to be successful in the future. SAU 15 has developed fourteen work study practices focused on communication, creativity, collaboration and self-direction that are reported on in all elementary grades.



Remember...

Learning is a process that develops and strengthens over time.

The competency-based report card is just one component of our communication regarding your child's progress.

We encourage a strong home-school connection to keep you informed of your child's progress.

By the end of the last trimester, a progress indicator of "3" (meets the competency) indicates that your child is right on target for his/her grade level.

If you have any questions regarding your child's report card, please don't hesitate to contact your child's teacher.

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COMPETENCY-BASED REPORT CARDS GRADES K-5

2017-2018 GUIDE FOR PARENTS

This year, SAU 15 will use a competency-based reporting system for grades K-5. The purpose of our report card is to clearly communicate student performance toward meeting the most important grade level competencies.

What is a competency?

Competencies are student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content areas and in problem solving. A competency is achieved when a student demonstrates, through performance and over a period of time with multiple opportunities, that they can use the knowledge, skills and concepts learned.

What does it mean to have a competency-based reporting system?

Competency-based reporting means that student progress is measured against a set of distinct, academic expectations for each subject area.

How is this different from a traditional reporting system?

In a traditional reporting system, students receive only a general score in a broad subject area.

How will this benefit students & parents?

This approach provides parents and students with more detailed information about specific areas of strength as well as those areas that may need further support.

Reporting Student Progress

Student progress toward meeting the competencies is recorded using four categories:

4 Exceeds Expectations means the student, with relative ease, consistently grasps, applies, generalizes, and extends key concepts, processes, and skills independently.

3 Meets Expectations means the student, with limited errors, grasps key concepts, processes, and skills for the grade-level and applies them effectively.

2 Approaching Expectations means the student is beginning to grasp key concepts, processes, and skills for the grade-level, but demonstrates inconsistent understanding and application of concepts.

1 Requires Ongoing Support means the student is yet to demonstrate understanding of grade-level key concepts, processes and skills. The student requires additional time and support.



Students in the upper elementary grades will also see an overall grade in reading, writing, and mathematics using the following:

A - Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems

B - Student performance demonstrates a strong understanding of the knowledge and skills expected at this grade level

C - Student performance demonstrates an understanding of the knowledge and skills expected at this grade level

D - Student performance demonstrates a limited understanding of the knowledge and skills expected at this grade level

F - Student performance is yet to demonstrate understanding of the knowledge and skills expected at this grade level

When will grades be reported?

Teachers will use the competency-based report card to report student progress three times during the school year: December, March and June. Students will continue to receive a progress report each October, January and May. All competencies will not be reported every trimester.