Purpose Statement

The purpose of the report card is to communicate to families about their students' academic progress over the course of the year.

This information is provided through the lens of our curriculum and speaks to students' proficiency meeting trimester expectations for course content standards and competencies.

Parent/School Communication

Please contact a classroom teacher or Curriculum Coordinator Rebecca Carlson with any questions you may have.

Mrs. Carlson may be reached at 964-5501 ext. 207 rcarlson@sau21.org.

We appreciate your investment in your child's learning and look forward to continuing our work together in support of high achievement for all our students.

Thank you

North Hampton School
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Parent Guide for Middle School Grading & Reporting

North Hampton School
2020-21
Hybrid Reporting

The North Hampton School uses a hybrid reporting system in middle school to report on student learning. Driven by our curriculum standards, this system reports on student achievement by employing both competency-based and traditional metrics.

Students receive feedback on formative and summative assessments on power standards using these performance indicators:

1 – **Beginning**: Student performance is progressing with support, but student is unable to meet the trimester expectations with consistency or quality.

2 – **Developing**: Student performance is progressing toward the trimester expectations, demonstrating some understand and application of skills and knowledge, with support. Student is not yet independent in demonstrating his/her skill.

3 – **Proficient**: Student performance meets the expected grade level skills and knowledge for trimester expectation with consistency, quality, and independence.

4 – **Advanced**: Student exceeds the trimester expectations.

Based on these data points, the trimester score for each standard is determined, and the standards then inform the associated competency grade. Finally, the competencies inform the traditional grade.

We are excited to be working with our colleagues across SAU21 to align our habits of learning reporting practices in the near future. We look forward to sharing more about this with the community soon.

<table>
<thead>
<tr>
<th>Conversion Table Competency Scores to Traditional Grade</th>
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<tbody>
<tr>
<td>3.40 - 4.00</td>
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<tr>
<td>3.00 - 3.39</td>
</tr>
<tr>
<td>2.85 - 2.99</td>
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<tr>
<td>2.70 - 2.84</td>
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<tr>
<td>2.50 - 2.69</td>
</tr>
<tr>
<td>2.35 - 2.49</td>
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</tbody>
</table>

**Competency**: A student’s ability to transfer content and skills in/across content areas

**Competency-Based Grading**: Using performance indicators to report on student progress on course competencies.

**Formative Assessment**: Assessment used during the learning process to gauge student progress and inform instruction

**Power Standards**: Major curriculum standards associated with a course

**Summative Assessment**: Assessments used to evaluate student learning and the ability to apply/transfer