



Greenland Central School
70 Post Road
Greenland, NH 03840



August 2019

Dear K-5 families,

As you know, we are updating some of our grading and reporting practices at GCS this year. Teachers will be reporting students' Habits of Work and Learning (HOWLs) separately from academic achievement. In addition, we now have a consistent report card for students in grades K-5! Academic achievement in K-5, as well as HOWLs, will be reported using the 4-point scale below to indicate progress. Please read on for the answers to some frequently asked questions about our new reporting practices.

Explanation of Progress Indicator Scores	
Student shows a lack of understanding of the concepts and does not demonstrate the skill.	1
Student shows partial understanding of concepts and skills and applies them inconsistently.	2
Student shows a complete understanding of concepts and skills; applies them with consistency and independence. *Meets grade level expectations*	3
Student extends understanding beyond the expectations.	4
Not assessed.	N/A

Grading and Report Cards: Frequently Asked Questions

Q. What are the Habits of Work and Learning?

- A. As a school, GCS has identified three Habits of Work and Learning (HOWLs) on which students will be assessed. We believe these habits are important skills that our students need to develop to be successful learners.
- Perseverance: Takes initiative and responsibility for learning and persists when challenges arise
 - Collaboration: Communicates effectively and contributes to achieve group goals
 - Organization: Independently manages time, tools, and resources to demonstrate learning

Q. Why should *Academic Achievement* be reported separately from *Habits of Work and Learning*?

- A. When academic achievement is reported separately from Habits of Work and Learning, the report more accurately represents the effort and understanding of the student. The effort a student puts into their work, the homework they complete, and their level of engagement in their work is very valuable and important information. This valuable information should not be averaged with academic achievement scores and reported as one final grade. Separately reporting the information gives more accurate, specific feedback to teachers, students and parents.

Q. Why use a 1-4 scale?

- A. We are using the 1-4 scale to allow teachers to increase reliability and accurately reflect when students are extending their learning beyond what is expected for the grade level. It is important to note that this represents a significant shift from our previous grading practices. Historically, students were earning A's when they completely satisfied grade level expectations. Going forward, a score of 3 indicates that a student is meeting grade level expectations. A score of 4 is only earned when a student demonstrates that he or she has extended their understanding beyond the expectations. While this level of extension does not happen often, our new grade scale allows us to accurately communicate when it is occurring.

Q. How does this change benefit students?

- A. This reporting system supports students and places attention on student learning, and not "getting a grade." It gives better information to teachers, parents, and most importantly, to the students themselves. This type of reporting system creates students who are motivated to learn new concepts, instead of students that are trying to earn a particular grade. Students become focused on how to demonstrate and apply their learning instead of points earned on a test or assignment.

Please feel free to contact us with any questions or concerns that you might have about our new grading and reporting practices.

Sincerely,

Tamara Hallee, Principal
Lauren Teeden, Assistant Principal
GCS Teachers