

## **November 2019 - BOE update**

### **From the Director of Pupil Services, Jeff Ferranti:**

We have had 7 students with special needs move into the district this past month and we welcome all of them and their siblings.

With our new Pupil Services Administrative Assistant, Victoria Beausoleil, we are reviewing all PPTs for compliance. We are also reviewing practices and procedures in the office to maintain and improve communication with parents and receiving schools. We are also reviewing medicaid claiming, SEDAC and IEP Direct data for accuracy. To improve communication with staff the 504 Direct icon is also being added to the PowerTeacher screen along with the existing IEP icon.

### **Fiscal:**

Budget update for 2018-2019 is ongoing and 2019-2020 budget is being developed based on existing students and anticipated needs / contingency. Additional medicaid reimbursement areas have been identified. (transportation/504).

**Programming/Placements:** PreK continues to have very active classrooms! We have had a few new friends this year who need a little extra support in developing readiness skills and also “Cupcake” has arrived in Ms. Langlois’ class! The PreK staff have begun their self assessment leading to NAEYC certification.

Next year programming is being planned across all grades with an emphasis on Canterbury Elementary School given the wide variety and complexity of student needs. We have had initial discussions with the New England Center for Children regarding our existing models of service delivery. Principal Cary and Director Ferranti are having regular dialogue on best practices for the PreK to 4 students as we adjust services for this year and plan for 2019-2020.

**Parent group (awaiting further review by the BOE):** Parents have a wealth of information to share. I have a few parents that would like to be part of a parent group that would provide information to the BOE, each other, and myself regarding issues that relate directly to our students. The State is starting a pilot program that I believe we should seriously consider. Only three districts will be a part of the pilot and Canterbury would be considered their “rural” site. The CPAC presented the “pilot” at the October 9th BOE meeting.

# Dr. Helen Baldwin Middle School

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To: Canterbury Board of Education

From: Mr. Ryan Earley

Subject: BMS Administrator's Report

Date: November 3, 2018

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As the year progresses, students and staff are delving deeper into curricular areas and programs. We have welcomed three new students to Baldwin as they have relocated from various areas of the country. Student enrollment is at Grade 5: 47; Grade 6: 44; Grade 7: 39; and Grade 8: 53. It is always a great opportunity for our school to be able to welcome new families to the school community.

**Science Lab Safety:** Mrs. Shafer and Ms. Merendina attended the Connecticut Middle School Science Safety Prudent Practices and Regulations workshop. There were many follow up steps that will need to be addressed in the future regarding science lab safety. Last year the school purchased a chemical safety cabinet and future issues will be: goggle storage and sterilization, wall mounted standard operating procedures posters, updated signage, updating MSDS sheets, ventilation systems (separate), classroom safety modifications, venting for chemical closet, additional training for all who work in the lab, and more. The next step is for Mrs. Shafer to attend a chemical hygiene officer training and updated information will be shared in December's report.

**Connecticut Invention Convention:** Mr. Simkowski attended the Connecticut Invention Convention conference and brought back a myriad of information that he intends to use as he will be implementing this program in his classroom (technology). The way the CIC works is:

- Each Fall, teachers register their schools with CIC which provides them access to CIC's online curriculum, teacher training, coaching, and support.
- Teachers from schools who are new to the program are requested to attend local teacher training sessions which help them to understand the core tenets of the program.
- In the Fall and/or Winter months, teachers present the program, which naturally highlights the NGSS science and engineering practices through the process of invention and innovation, to their students.
- Teachers conduct "local" invention conventions at their schools or take part in district-wide conventions. Through the school's judging process, student inventors are identified and registered to move on to participate at the Connecticut Invention Convention Annual State Final event, scheduled at the end of April/beginning of May.
- At the Connecticut Invention Convention Annual State Final event, inventors are given the opportunity to present their inventions to their peers and industry judges for awards and recognition.



This type of creative thinking and problem solving complements the science curriculum and allows for all students to be owners of their own learning.

**National Red Ribbon Week:** Ms. Zuckerman coordinated the annual recognition of Red Ribbon Week. This nationally recognized program seeks to inform students on substance abuse. There were theme days for students to dress according to the motto for the day. Monday: Put a cap on drugs; Tuesday: Give drugs the boot; Wednesday: We are PAWSitively drug free; Thursday: Let us team up against drugs; and Friday: Say BOO to drugs. Additionally there was a poetry contest and the winner was Grade 8 student Gray Barbeau (prize was a BMS sweatshirt).

**Rosetta Stone World Language Pilot Program:** At this time all 25 pilot licenses are utilized as students and teachers are participating in the program. Languages being studied voluntarily are Korean, Russian, Portugese, Greek, Italian, French, Japanese, and Spanish. Mr. Earley participated in virtual training on the administrative components of the program and all students have successfully logged in.

**Annual High School Visits:** Students in Grade 8 have been visiting local high schools and those high schools have visited BMS to provide on-site presentations. October 1-Ellis Technical High School; October 10-Griswold High School; October 16-Woodstock Academy; October 25-Norwich Free Academy; and October 30-Norwich Technical High School. This is a very in depth process for all involved and allows students a different perspective on their choices for next year.

**Grade 7 Teambuilding at Alton Jones Campus of the University of Rhode Island:** The Grade 7 teachers and students participated in a day of teambuilding and low ropes courses in nearby West Greenwich, Rhode Island at their Environmental Education Center. This is seen as the highlight of the 7<sup>th</sup> grade year as the students are able to enjoy the autumn weather and truly get to know each other in a more mature manner. (<https://web.uri.edu/alton-jones-camp>)

**Annual Emergency Operations Planning Meeting:** The annual EOP meeting yielded the scheduling of an actual off site evacuation drill for the middle school on November 9. This drill will leave the entire site unoccupied (some staff will remain for communication purposes) and test the middle school's accountability plans, and put to test the planning for relocation, accountability, materials available, and reunification process.

**Dream It. Do It. Field Trip to Southbury, CT:** 25 students participated in the CT Annual Dream It. Do It. Conference for students. Each school is limited to 25 participants and Ms. Zuckerman and Mr. Simkowski led the students over 2 hours to Southbury to participate. The program is licensed and led by the Connecticut Center for Advanced Technology Inc. (CCAT) and financed by the Department of Economic and Community Development's Manufacturing Innovation Fund, *Connecticut. Dream It. Do It.* is part of The Manufacturing Institute's nationwide manufacturing career awareness campaign to attract the creative, skilled young people needed to grow the industry. "With a state-of-the-art workforce, Connecticut manufacturers are bringing technological innovation to the market, increasing productivity and growing market share, sales revenue, and profitability," Governor Dannel P. Malloy said in an official proclamation recognizing the importance of the more than 4,000 Connecticut manufacturing companies to the state's economy and to highlight industry career opportunities statewide. During Manufacturing Month, nearly 400 middle and high school students will participate in two signature *Connecticut. Dream It. Do It.* events —*Manufacturing Mania* and *Making It Real: Girls & Manufacturing Summit*. More than 200 middle school boys and girls will join in *Manufacturing Mania* activities on Wednesday, Oct. 17 at the Heritage Hotel & Conference Center on 522 Heritage Road, Southbury, CT. The program included

displays from manufacturers and higher education institutions, demonstrations, hands-on workshops, team-based competitions, and guest speakers. ([www.ccat.us](http://www.ccat.us))

**Grade 5 Field Trip to Pomfret for 3C's:** The Grade 5 students visited the Community Cultural Committee of Northeastern Connecticut to see DOKTOR KABOOM. So much science, so little time. . . Doktor Kaboom is having trouble picking his favorite science demonstrations, so he's bringing them all! Unfortunately there are way too many to do them all in one show. The solution: The Wheel of Science! Doktor Kaboom has built a great big spinning wheel and labeled it with everything from optical illusions to chemical reactions to a homemade hovercraft, and more! At least a dozen fantastic demonstrations ready to go. Wherever the wheel stops, that's what's next! Will we turn a water bottle into a rocket or catapult bananas across the stage? Electrocute a pickle or create artificial gravity? Who knows? No two shows will be the same. So, step right up, and let's spin that wheel! *Curriculum Connections:* Scientific Method, Mathematical Practices, Physical Science, and all manners of Science: Matter, Energy, Motion, the Universe, Atmosphere, and a lot more! *Character Education:* Self-Awareness, Responsible Decision Making, Preventing Injuries. (<http://www.thethreecs.org>)

**Horns for Kids:** Horns For Kids, Inc. is a non-profit corporation based in Hamden, CT. Their principal goal is to facilitate and encourage the performance of music by children in their school, and as a lifelong activity. Horns For Kids accepts donations of new and gently-used instruments, has them refurbished if necessary, and awards clean, playable instruments to deserving school music programs throughout Connecticut. To date, we have applied for and received 6 instruments that include flute, clarinet, trombone, electric guitar, and a drum set. The total of the instruments awarded is \$4400 for Canterbury to date. These donations are done once annually. Thanks to Mr. Beit for being proactive in making music a priority at BMS. (<http://www.hornsforkids.org>)



## CANTERBURY ELEMENTARY SCHOOL

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### Report of Canterbury Elementary School      November 2018

The focus of this month's report is our new report card that will be piloted this year. Examples of each grade level's report card are included. We have sent out copies of the report card to parents and held drop in sessions for parents to ask questions. The teachers will use it this marking period. We have also included a former report card so you see how they look differently. Please also see below the parent letter that was sent out last week.

November 2, 2018

Dear Families,

Please find attached to this letter a copy of your child's new report card that we will be piloting this year. As you can see, the new report card **reflects end of the year goals** that are specific to content areas. These skills and concepts are aligned to standards.

We revised our report card to improve the specificity of the descriptions so that school and home have the same understanding of what is expected in a particular grade level. Like the one before it, this is a standards based report card. A report card like this reflects the end of year skills and expectations. As your child progresses towards a standard, you will see that progress reflected on the report card.

### **3 Goals of this Report Card**

#### 1. Ease of understanding

Our goal is to make the descriptions on the report card understandable to you. It will help us as we collaborate with you in regards to your child's growth and development.

#### 2. Consistency

The report cards are consistent among grade levels so you can expect next year's report card to look similar to this year's report card. The report cards will be posted to our website so that you can look at other grade levels.

#### 3. Specificity

How does this precise language help you and your child? It provides for us, as a school community, the exact skills that we hope that all students will master by the end of the year. This framework helps us to see areas of strength and areas of growth over time.

### Scoring Numbers and What They Mean

Score	Descriptor	What does it mean?
4	Exceeding the standard	That the student is exceeding the expectation for that skill for that trimester
3	Meeting the standard	That the student is meeting the standard for that skill for that trimester and is on track to meet the end of year goal
2	Progressing toward the standard	That the students is making progress on meeting the standard, but hasn't quite met it yet
1	Not yet	That the student has demonstrated limited progress toward the goal

If you see an "X" for a particular skill, it means that the skill was not accessed in that particular trimester.

We are looking forward to any questions that you may have. Please see below for times that I have put aside next week so that you may drop in and ask questions. Also feel free to call me at your convenience. We are excited about this new report card and we hope that it will assist us in our communication and collaboration with you, our families.

Sincerely,

Sarah Cary, Principal

Attachment

### Drop in Times

Day	Time	Location
Monday, November 5	2:30-3:30 pm	Cafeteria
Tuesday, November 6	8:00-9:00 am	Library
Wednesday, November 7	8:30-9:30 am	Library
Thursday, November 8	4:30-5:30 pm	Main Office

Respectfully submitted 11/9/18 by Sarah Cary



# Canterbury Elementary School – Grade 2

Name:

Teacher:

School Year: 2017-2018



Attendance	T	T2	T3
Days absent			
Days tardy			
Days released early			

Literacy	T	T2	T3
Effort			
Word Recognition			
Fluency			
Literature			
Informational Text			
Speaking and Listening			
Grammar, Usage, & Mechanics			
Writing			

Mathematics	T	T2	T3
Effort			
Operations and Algebraic Thinking			
Number and Operations in Base Ten			
Measurement and Data			
Geometry			

Social Studies	T	T2	T3
Effort			
Participates in activities and discussions			
Understands unit concepts			

Effort Codes	Achievement Codes
O Outstanding	4 Exceeds standards
S Satisfactory	3 Meets standards
I Inconsistent	2 Progressing toward standards
U Unsatisfactory	1 Not meeting standards
	Not assessed at this time

Responsibility for Successful Learners	T	T2	T3
Reviews and proofreads work for completeness and accuracy			
Demonstrates organizational skills			
Demonstrates independence and initiative			
Is attentive in class			
Works neatly			
Completes class work on time			
Completes homework			
Follows directions			
Resolves conflicts appropriately			
Takes responsibility for own actions/behavior			
Shows respect toward others			
Demonstrates self-control			
Expects fair share of time and attention			
Interacts well with peers			

Science	T	T2	T3
Effort			
Participates in activities and discussions			
Understands unit concepts			

ART	T1	T2	T3
Demonstrates understanding of the concepts listed below:			
1. Use of art media, techniques, and processes			
2. Using a variety of subject matter, symbols and ideas			
3. Reflection and evaluation of own art work of others			
Demonstrates appropriate behavior			
Effort			

MUSIC	T1	T2	T3
Demonstrates understanding of the concepts listed below:			
1. Singing, alone and with others, a varied repertoire of music			
2. Reading and notating music			
3. Listening to and describing music			
Demonstrates appropriate behavior			
Effort			

PHYSICAL EDUCATION	T1	T2	T3
Demonstrates understanding of the concepts listed below:			
1. Motor skill performance			
2. Applying concepts and strategies			
3. Benefits of physical activity			
Demonstrates appropriate behavior			
Effort			

Trimester 1 Parent Signature: \_\_\_\_\_

Trimester 2 Parent Signature: \_\_\_\_\_

Grade Placement for Next Year: \_\_\_\_\_

Teacher's Comments-Trimester 1
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Teacher's Comments-Trimester 2
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Teacher's Comments-Trimester 3
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Recommended Grade Placement for Next Year: \_\_\_\_\_



**CANTERBURY ELEMENTARY SCHOOL**  
**GRADE K REPORT CARD**  
 STUDENT:  
 TEACHER:



**Attendance: T1 T2 T3 Total**  
 Absent:  
 Tardy:  
 Dismissed Early:

READING			
Reading Literature and Informational Text	T 1	T 2	T 3
Retells stories using key details with support			
Identifies main topic and key details of nonfiction texts	X	X	
Foundation Skills: Phonics and Sight words	T 1	T 2	T 3
Recognizes and produces rhyming words			
Recognizes and names all upper and lower case letters			
Produces the primary sound for each consonant			
Reads high frequency words			
LANGUAGE			
Written Language	T 1	T 2	T 3
Uses a combination of drawing, dictating, and writing to compose opinion, informative, and narrative pieces			
Conventions of Standard English			
Prints upper and lower case letters			
Spells simple words phonetically			
SPEAKING AND LISTENING	T 1	T 2	T 3
Listens to others & takes turns speaking			
MATHEMATICS			
Counting and Cardinality	T 1	T 2	T 3
Identifies numbers from 0 - 20			
Counts to identify the number of objects, verbally and in writing, to 20	X		
Compares numbers	X		
Counts by 1s and 10s to 100			
Basic Operations	T 1	T 2	T 3
Adds and subtracts to 10	X	X	
Numbers and Operations in Base 10	T 1	T 2	T 3
Builds & breaks down numbers into groups of tens and ones	X	X	
Measurement and Data	T 1	T 2	T 3
Describes and compares measurable attributes (shorter, longer, taller, heavier, and lighter)		X	X
Geometry	T 1	T 2	T 3
Identifies and describes shapes: circle, square, rectangle, hexagon, triangle, sphere, cone & cube			
Analyzes, explains and compares the similarities and differences between 2D and 3D shapes			



SCIENCE	T 1	T 2	T 3
Ask questions in content area Topics Include: Weather, pushes and pulls, understand the effects of pushes and pulls on the motion of an object			
Makes observations, analyzes data, and communicate findings			
SOCIAL STUDIES	T 1	T 2	T 3
Explains that a responsibility is something you must or should do		X	X
Identifies the difference between needs and wants	X		X
Demonstrates knowledge of where one lives	X	X	
ACADEMIC AND SOCIAL DEVELOPMENT	T 1	T 2	T 3
Follows directions and classroom routines			
Develops self-control			
Demonstrates respect for self and others			
Participates			
Stays on task			
Works and plays cooperatively			
Puts effort into work			
Works independently			
ART	T 1	T 2	T 3
Demonstrates understanding of the following concepts: 1. Conceiving & developing new artistic ideas/work 2. Understanding and evaluating how the arts convey meaning 3. Interpreting and sharing artistic work 4. Relating artistic ideas/work to personal meaning & external context			
Responsible Behavior			
MUSIC	T 1	T 2	T 3
Demonstrates understanding of the following concepts: 1. Singing, alone and with others, a varied repertoire of music 2. Reading and notating music 3. Listening to and describing music			
Responsible Behavior			
PHYSICAL EDUCATION	T 1	T 2	T 3
Demonstrates understanding of the following concepts: 1. Motor skill performance 2. Applying physical education concepts and strategies 3. Physical fitness 4. Benefits of physical activity			
Responsible Behavior			
TECHNOLOGY	T 1	T 2	T 3
Demonstrates understanding of the following concepts: 1. Basic computer operations and concepts 2. Responsible use of technology 3. Use of technology tools to support learning			
Responsible Behavior			

**KEY:**

1 - Not Yet      2 - Progressing      3 - Meets Expectations      4 - Exceeds Expectations



**CANTERBURY ELEMENTARY SCHOOL**  
**GRADE 1 REPORT CARD**  
 STUDENT:  
 TEACHER:



**Attendance: T1 T2 T3 Total**  
 Absent:  
 Tardy:  
 Dismissed Early:

READING			
Reading Literature and Informational Text	T 1	T 2	T 3
Asks and answers questions about key details within a text			
Identifies characters, settings, and main events in a story			
Identifies and uses nonfiction text features			
Foundation Skills: Phonics, Sight words and Fluency	T 1	T 2	T 3
Demonstrates and applies understanding of consonants, vowels, and syllables			
Uses decoding strategies to read unknown words			
Reads high frequency words			
Reads grade level text with accuracy and fluency (to support grade level comprehension).			
LANGUAGE			
Written Language	T 1	T 2	T 3
Writes grade level pieces across the curriculum (narrative, informational, and opinion)			
Begins to edit and improve writing			
Uses standard capitalization, punctuation, grammar, and spelling when writing			
Speaking and listening	T 1	T 2	T 3
Participates in conversations, clearly communicates ideas, and follows rules for discussions			
MATHEMATICS			
Counting and Cardinality	T 1	T 2	T 3
Extends the counting sequence (counts to 120 starting at any number, recognizes and extends number patterns)	X		
Operations and Algebraic Thinking	T 1	T 2	T 3
Represents and solves problems in addition and subtraction (equations and word problems)	X		
Numbers and Operations in Base 10	T 1	T 2	T 3
Understands place values (understands 10s and 1s in a 2 digit number)	X		
Uses place value understanding and properties of operations to add and subtract (adds up to 100, finds 10 more or 10 less than a number, and subtracts by 10)	X		
Measurement and Data	T 1	T 2	T 3
Measures uses non standardized units of measurement			
Tells and writes time (hours and half hours) using analog and digital clocks	X		
Organizes, represents, and interprets data with up to 3 categories			
Geometry	T 1	T 2	T 3
Distinguish between shapes based on their attributes			
Uses shapes to compose or make other shapes			
Divides circles and rectangles into equal parts (half, fourth, quarter)			



SCIENCE	T 1	T 2	T 3
Asks questions in content area Topics include: light and sound; patterns of change in the night sky; characteristics of living thing	X		
Demonstrates understanding of the following concepts: analyzing data, making observations, and communicating findings and using a model to illustrate a concept.	X		
SOCIAL STUDIES	T 1	T 2	T 3
Demonstrates understanding of the following concepts: traditions and celebrations; diversity, tolerance, fairness and respect; past and present; needs and wants			
ACADEMIC AND SOCIAL DEVELOPMENT	T 1	T 2	T 3
Reviews and proofreads for completeness and accuracy			
Demonstrates organizational skills			
Demonstrates independence and initiative			
Is attentive in class			
Works neatly			
Follows classroom rules and routines			
Resolves conflicts appropriately			
Takes responsibility for own actions/behavior			
Demonstrates self control			
Expects fair share of time and attention			
Interacts well with peers			
ART	T 1	T 2	T 3
Demonstrates understanding of the following concepts: 1. Conceiving & developing new artistic ideas/work 2. Understanding and evaluating how the arts convey meaning 3. Interpreting and sharing artistic work 4. Relating artistic ideas/work to personal meaning & external context			
Responsible Behavior			
MUSIC	T 1	T 2	T 3
Demonstrates understanding of the following concepts: 1. Singing, alone and with others, a varied repertoire of music 2. Reading and notating music 3. Listening to and describing music			
Responsible Behavior			
PHYSICAL EDUCATION	T 1	T 2	T 3
Demonstrates understanding of the following concepts: 1. Motor skill performance 2. Applying concepts and strategies 3. Physical fitness 4. Benefits of physical activity			
Responsible Behavior			
TECHNOLOGY	T 1	T 2	T 3
Demonstrates understanding of the following concepts: 1. Basic computer operations and concepts 2. Responsible use of technology 3. Use of technology tools to support learning			
Responsible Behavior			

KEY: 1 - Not Yet 2 - Progressing 3 - Meets Expectations 4 - Exceeds Expectations



**CANTERBURY ELEMENTARY SCHOOL**  
**GRADE 2 REPORT CARD**  
 STUDENT:  
 TEACHER:



**Attendance: T1 T2 T3 Total:**  
 Absent:  
 Tardy:  
 Dismissed Early:

READING			
Reading Literature and Informational Text	T 1	T 2	T 3
Asks and answers questions to demonstrate understanding of key details in a text			
Describes how characters respond to major events and challenges, using key details			
Demonstrates understanding author's message			
Compares and contrasts			
Foundation Skills: Phonics and Sight words	T 1	T 2	T 3
Reads high frequency and sight words			
Decodes unknown words using phonics and word analysis skills			
Foundation Skills: Fluency	T 1	T 2	T 3
Reads fluently			
Fluency words/minutes			
WRITING	T 1	T 2	T 3
Writes grade level narrative pieces			
Edits and revises writing	X		
Demonstrates command of capitalization, punctuation, grammar, and spelling when writing			
SPEAKING AND LISTENING	T 1	T 2	T 3
Participates in collaborative conversations			
MATHEMATICS			
Basic Operations	T 1	T 2	T 3
Represents and solves problems involving addition and subtraction within 100			
Adds and subtracts within 20 fluently			
Works with equal groups of objects to gain foundations for multiplication			
Numbers and Operations in Base 10	T 1	T 2	T 3
Understands place value			
Uses understanding of place value to add and subtract			
Measurement and Data	T 1	T 2	T 3
Tells time and solves problems involving time	X		
Counts money and solves problems involving money	X		
Measures and estimates length in standard units	X		
Represents and interprets data	X		
Geometry	T 1	T 2	T 3
Reasons with shapes and their attributes	X		



SCIENCE	T 1	T 2	T 3
Asks questions using content vocabulary Topics include: Habitats, matter, changes in matter, earth's land and water, changes to the earth			
Makes observations, analyzes data, and communicates findings			
Uses a drawing or model to illustrate a concept or solve a problem			
SOCIAL STUDIES	T 1	T 2	T 3
Identifies traditions, holidays, and celebrations			
Understands the concept of change over time, past and present	X		
Describes the difference between needs and wants	X		
ACADEMIC AND SOCIAL DEVELOPMENT	T 1	T 2	T 3
Maintains self control			
Follows classroom rules and routines			
Displays organizational skills			
Completes classwork Independently			
Demonstrates pride in work (accurate and neat)			
Demonstrates respect			
ART	T 1	T 2	T 3
Demonstrates understanding of the following concepts: 1. Conceiving & developing new artistic ideas/work 2. Understanding and evaluating how the arts convey meaning 3. Interpreting and sharing artistic work 4. Relating artistic ideas/work to personal meaning & external context			
Responsible Behavior			
MUSIC	T 1	T 2	T 3
Demonstrates understanding of the following concepts: 1. Singing, alone and with others, a varied repertoire of music 2. Reading and notating music 3. Listening to and describing music			
Responsible Behavior			
PHYSICAL EDUCATION	T 1	T 2	T 3
Demonstrates understanding of the following concepts: 1. Motor skill performance 2. Applying concepts and strategies 3. Physical fitness 4. Benefits of physical activity			
Responsible Behavior			
TECHNOLOGY	T 1	T 2	T 3
Demonstrates understanding of the following concepts: 1. Basic computer operations and concepts 2. Responsible use of technology 3. Use of technology tools to support learning			
Responsible Behavior			

KEY: 1 - Not Yet 2 - Progressing 3 - Meets Expectation 4 - Exceeds Expectations



**CANTERBURY ELEMENTARY SCHOOL**  
**GRADE 3 REPORT CARD**  
 STUDENT:  
 TEACHER:



**Attendance: T1 T2 T3 Total**  
 Absent:  
 Tardy:  
 Dismissed Early:

READING			
Reading Literature and Informational Text	T 1	T 2	T 3
Determines the main idea through key details in the text			
Compares and contrasts 2 texts (characters, themes, settings, and plot)	X		
Identifies characters, their motivations, traits, and how they contribute to the story			
Draws conclusions from information taken from 2 different nonfiction texts	X		
Foundation Skills: Phonics and Sight words	T 1	T 2	T 3
Reads high frequency sight words			
Uses phonics patterns to correctly spell words			
Foundation Skills: Fluency			
Reads fluently to support comprehension of benchmarked text			
LANGUAGE			
Written Language	T 1	T 2	T 3
Writes grade level pieces across the curriculum (narrative, informational, and opinion)			
Conducts research	X		
Demonstrates command of capitalization, punctuation, grammar, and spelling when writing			
Speaking and listening	T 1	T 2	T 3
Engages in collaborative conversations, expresses ideas, and builds on the ideas of others			
MATHEMATICS			
Basic Operations	T 1	T 2	T 3
Solve problems involving the four operations	X		
Fluently multiply and divide within 100	X		
Understands properties of multiplication and the relationships between multiplication and division	X		
Numbers and Operations in Base 10	T 1	T 2	T 3
Uses place value understanding and properties of operations to perform multi digit problems			
Numbers and Operations: Fractions			
Demonstrates understanding of, represents, and compares fractions as a part of a whole	X		
Measurement and Data	T 1	T 2	T 3
Solves problems involving measurement and intervals of time	X		
Represents and interprets data	X		
Geometry	T 1	T 2	T 3
Identifies and classifies shapes based on their attributes	X		
Understands the concepts of perimeter and area	X		



SCIENCE	T 1	T 2	T 3
Asks and develops questions using content vocabulary Topics Include: weather & climate, forces & interactions, genetic traits, cycle of life, organisms and the environment			
Makes observations, analyzes data and communicates findings			
Uses evidence to support scientific conclusions			
SOCIAL STUDIES	T 1	T 2	T 3
Demonstrates content knowledge Topics include: State of Connecticut and Native Americans			
ACADEMIC AND SOCIAL DEVELOPMENT	T 1	T 2	T 3
Follows classroom rules and routines			
Maintains self control			
Completes classwork independently			
Displays organizational skills			
Follows multi-step directions			
ART	T 1	T 2	T 3
Demonstrates understanding of the following concepts: 1. Conceiving & developing new artistic ideas/work 2. Understanding and evaluating how the arts convey meaning 3. Interpreting and sharing artistic work 4. Relating artistic ideas/work to personal meaning & external context			
Responsible Behavior			
MUSIC	T 1	T 2	T 3
Demonstrates understanding of the following concepts: 1. Singing, alone and with others, a varied repertoire of music 2. Reading and notating music 3. Listening to and describing music			
Responsible Behavior			
PHYSICAL EDUCATION	T 1	T 2	T 3
Demonstrates understanding of the following concepts: 1. Motor skill performance 2. Applying concepts and strategies 3. Physical fitness 4. Benefits of physical activity			
Responsible Behavior			
TECHNOLOGY	T 1	T 2	T 3
Demonstrates understanding of the following concepts: 1. Basic computer operations and concepts 2. Responsible use of technology 3. Use of technology tools to support learning			
Responsible Behavior			

KEY: 1 - Not Yet 2 - Progressing 3 - Meets Expectations 4 - Exceeds Expectations



**CANTERBURY ELEMENTARY SCHOOL**  
**GRADE 4 REPORT CARD**  
 STUDENT:  
 TEACHER:



**Attendance: T1 T2 T3 Total**  
 Absent:  
 Tardy:  
 Dismissed Early:

READING			
Reading Literature and Informational Text	T 1	T 2	T 3
Comprehension: Literal			
Comprehension: Inferential (draws conclusions across texts)			
Summarizing: uses own words and includes main idea and details			
Vocabulary			
Supports thinking with text evidence			
Reading Fluency			
Text Features: Fiction and Nonfiction			
Foundation Skills: Phonics and Sight words	T 1	T 2	T 3
Spelling: Uses phonics patterns to correctly spell words			
LANGUAGE			
Written Language	T 1	T 2	T 3
Conventions and grammar			
Organization/structure			
Elaboration: use facts or details to support main idea			
Speaking and Listening	T 1	T 2	T 3
Engages in discussions, expresses ideas, and builds on the ideas of others			
MATHEMATICS			
Basic Operations	T 1	T 2	T 3
Vocabulary			
Operations (addition, subtraction, multiplication, division)			
Application (word problems, for example)			
Measurement and Data	T 1	T 2	T 3
Vocabulary	X		
Operations	X		
Application	X		
Geometry	T 1	T 2	T 3
Vocabulary	X		
Operations	X		
Application	X		



<b>Fractions</b>	<b>T 1</b>	<b>T 2</b>	<b>T 3</b>
Vocabulary	X		
Operations	X		
Application	X		
<b>SCIENCE</b>	<b>T 1</b>	<b>T 2</b>	<b>T 3</b>
Content Knowledge Topics Include: scientific process; structure,function and information processing; earth's systems; energy and waves			
Vocabulary			
<b>SOCIAL STUDIES</b>	<b>T 1</b>	<b>T 2</b>	<b>T 3</b>
Content Knowledge Topic Include: U.S. Geography			
Vocabulary			
<b>ACADEMIC AND SOCIAL DEVELOPMENT</b>	<b>T 1</b>	<b>T 2</b>	<b>T 3</b>
Follows classroom rules and routines			
Maintains self control			
Completes classwork independently and in the time allotted			
Homework completion			
Displays organizational skills			
Follows multi-step directions			
<b>ART</b>	<b>T 1</b>	<b>T 2</b>	<b>T 3</b>
Demonstrates understanding of the following concepts: 1. Conceiving & developing new artistic ideas/work 2. Understanding and evaluating how the arts convey meaning 3. Interpreting and sharing artistic work 4. Relating artistic ideas/work to personal meaning & external context			
Responsible Behavior			
<b>MUSIC</b>	<b>T 1</b>	<b>T 2</b>	<b>T 3</b>
Demonstrates understanding of the following concepts: 1. Singing, alone and with others, a varied repertoire of music 2. Reading and notating music 3. Listening to and describing music			
Plays recorder with good tone and technique			
Responsible Behavior			
<b>PHYSICAL EDUCATION</b>	<b>T 1</b>	<b>T 2</b>	<b>T 3</b>
Demonstrates understanding of the following concepts: 1. Motor skill performance 2. Applying physical education concepts and strategies 3. Physical fitness 4. Benefits of physical activity			
Responsible Behavior			
<b>TECHNOLOGY</b>	<b>T 1</b>	<b>T 2</b>	<b>T 3</b>
Demonstrates understanding of the following concepts: 1. Basic computer operations and concepts 2. Responsible use of technology 3. Use of technology tools to support learning			
Responsible Behavior			

KEY: 1 - Not Yet 2 - Progressing 3 - Meets Expectations 4 - Exceeds Expectations