

New K-8 Report Card

Reminder: 1st Quarter Report Card will be distributed the second week of November.

What you can expect...

Grade K-2

- New instructional rating scale (4, 3, 2, 1)
- Descriptors that reflect the new standards*
- Specific Effort, Conduct, and Personal Growth Descriptors*

Grade 3-5

- Standardized 100% rating scale
- New 70% passing grade
- Descriptors that reflect the new standards*
- Specific Effort, Conduct, and Personal Growth Descriptors*

Middle School

- New reporting format, matching high school style.
- Standardized 100% rating scale and 70% passing grade
- Teacher comments in specific subject areas

The Albany Diocesan Schools have changed the PK-8 report cards to align with diocesan standards and to provide parents with more detailed information. The purpose is to provide clear communication to parents about how their child is performing in school. **This document is a follow-up to regional parent presentations that were held in September 2014 and highlights a few key details.** For access to the parent guide and PowerPoint presentation used at these sessions, please refer to this link: <http://goo.gl/uPGBn2>



Why the Change?

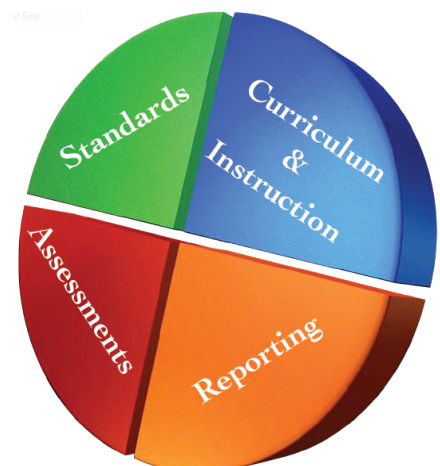
Our former report cards had been in place for over ten years. We recognized the need to update and enhance the effective communication provided in the report cards. This includes the specific information our teachers need to share about a student's academic growth and progress. As our curriculum has advanced over time, and with the implementation of new learning standards, we recognized a need for a tool that more accurately represents and communicates student progress.



Why Standards-Based Report Cards?

There are four essential components of a standards-based system:

1. The content **standards** as outlined by diocesan standards describe what a student should know and be able to do at an identified point in time.
2. The standards-aligned **curriculum** provides a roadmap for teachers to ensure that classroom **instruction** addresses these standards.
3. **Assessments** administered by teachers measure the extent to which a student has met the essential skills, knowledge and understanding of a standard.
4. The **reporting** tool allows a teacher to communicate accurately a student's progress toward meeting standards throughout the school year.



Understanding the Performance Level Key in Kindergarten, Gr. 1, & Gr. 2
The goal is for all students to reach or exceed level 3, by the end of the year.

4	Student work demonstrates a thorough and consistent understanding of grade level standards and objectives. Student completes work independently and integrates learned concepts and skills.
3	Student work demonstrates an understanding of grade level standards and objectives. Student completes work satisfactorily and applies expected skills to work.
2	Student work demonstrates a partial understanding of grade level standards and objectives. Student exhibits inconsistent understanding and application of concepts and skills.
1	Student work demonstrates minimal understanding of grade level standards and objectives; evidences very limited organizational, reasoning and critical thinking skills; completing independent tasks only with assistance, struggles with grade level standards and objectives producing less than expected work.

Instructional Rating Scale

A More In-depth Look at the Performance Levels

The instructional rating scale is intended to provide information about student achievement on specific skills and may change during the year. As always, it is important to recognize that our teaching and assessments are directed at ensuring that all students have an opportunity to meet the standards. Different students progress at different rates, so standards may be met in varying amounts of time, with varying amounts of teacher support.

Earning a “4” means the student consistently demonstrates an in-depth understanding beyond grade level expectations. A student earning a “4” applies academically superior skills in a subject area nearly all the time. This student demonstrates initiative, challenges him or herself and requires no support in demonstrating this advanced understanding at school. A “4” is difficult to obtain and indicates unusually high achievement.

Earning a “3” means the student demonstrates a proficient understanding most times and meets grade level expectations. A student earning a “3” applies grade level skills with an appropriate level of support nearly all of the time. This student is right on track with our academic expectations. A “3” is something to be proud of and should be celebrated.

Earning a “2” means the student demonstrates a basic understanding some of the time and partially meets grade level expectations. A student receiving a “2” understands the basic concept or skill, but has not yet reached the proficient level and requires moderate support. A “2” should indicate to parents that their child may need extra help or extra time to practice/understand that concept or skill.

Earning a “1” means the student demonstrates a minimal understanding and does not meet grade level expectations. A student receiving a “1” has difficulty with the learning standards and requires considerable support. Interventions may be needed to learn and stay on track with diocesan expectations.

***Standard Codes (E, S, N, & NA)** indicate how proficient your child is in key components of each subject area. A student receiving “NA” simply means that particular standard was **not assessed** in that grading period.

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