



K-2 Report Card

In 2014, the Diocese of Albany Catholic Schools changed the elementary report cards to align with the Diocesan Standards and to provide parents with more detailed information. The purpose of this reporting is to provide clear communication to parents about how their child is performing in school. This flyer highlights a few key details. For further information, please refer to “A Guide for Parents and Guardians to the Standards Based Report Card.”

CHANGES TO THE REPORT CARD

Our new report card is aligned to the Diocesan Standards, and reflects updates in our curriculum and instruction. **Parents will find:**

- A revised instructional rating scale (4-1 scale) for subject areas
- Titles and descriptors that reflect the new Standards (M, P, N, NA Codes)
- Effort, Conduct, and Personal Growth section that reflect habits necessary to be a successful learner

WHY THE CHANGE?

Our former K-2 report cards were outdated and no longer effectively communicated the specific information our teachers needed to share about a child’s academic growth and progress. Our curriculum has shifted over time with the implementation of new learning standards. We recognize a need for a tool that more accurately represents and communicates student progress. Also, we recognize the first 10 weeks of the school year does not provide enough time to adequately assess students in Kindergarten. Therefore those students will receive report cards at the end of Q2, Q3, and Q4.

STANDARDS-BASED REPORT CARDS

There are **four essential components** of a standards-based system.

1. The content **standards** as outlined by Diocesan Standards that 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



KEY FOR PERFORMANCE LEVELS - Grades K, 1, and 2

[The goal is for all students to reach level 3, by the end of the year.]

4	Student work demonstrates an understanding of above grade level standards and objectives. Student completes work independently and integrates learned concepts and skills.
3	Student work demonstrates a thorough and consistent 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

The instructional rating scale is intended to provide information about student achievement on specific skills and may change at different points during the year. We want parents to recognize that our teaching and assessments are directed at ensuring that all students have an opportunity to meet our curriculum 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 has advanced understanding and **exceeds grade-level** expectations. A student receiving a “4” demonstrates academically superior skills in that specific area nearly all the time. This student demonstrates initiative, challenges him or herself and requires no support in demonstrating this advanced knowledge at school. A “4” is difficult to obtain and indicates unusually high achievement.

Earning a “3” means the student has a thorough and consistent understanding and meets grade-level expectations. We want all of our students to reach a level “3.” A student receiving a “3” is right on track with our high academic expectations. A “3” is something to be celebrated.

Earning a “2” means the student has 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 some extra help or extra time to practice/understand that concept or skill.

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