

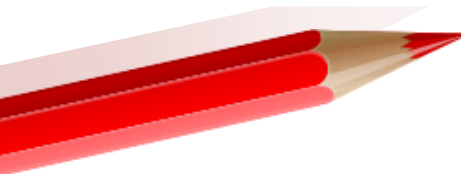
# Curriculum and Assessment

Jefferson City Diocesan  
Primary Report Cards





## Canon Law – Schools – Chapter 1

- *Can. 806 §2. Directors of Catholic schools are to take care under the watchfulness of the local ordinary that the instruction which is given in them is at least as academically distinguished as that in the other schools of the area.*
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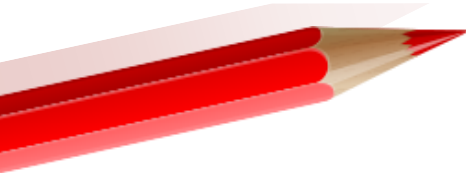
**It's all about  
the Learning**

**In light of our Mission  
as a Catholic School,  
what should be the purpose  
of assessments and grades?**





## **\*\*Curriculum Standards Based Reporting \*\***

- Student Growth is measured toward proficiency or mastery of the Diocesan Standards of Learning.
  - Students are assessed on what they know and can do with regard to the standards.
  - Standards are what teachers are required to teach as part of the curriculum.
- 




## Previous Performance Key

S =	Satisfactory
P =	Progressing
X =	Area of Concern



## New Performance Key

4	The student, with limited errors, understands key concepts, processes, and skills and applies them effectively.
3	The student is progressing towards understanding key concepts, processes and skills, but demonstrates inconsistent application of concepts independently.
2	The student is demonstrating progress towards understanding and application of key concepts, processes and skills with additional time and support.
1	The student is not demonstrating progress towards understanding of key concepts, processes and skills even with additional time and support.





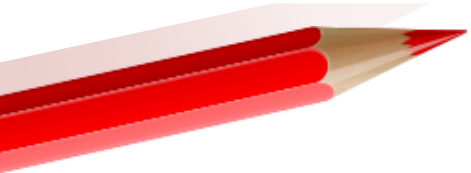
# Parent Communication



Growth is measured over time.

- Therefore students are given multiple opportunities to demonstrate their growth.

Proficiency/Mastery of the standards is not usually met in the first grading period.

- Multiple standards may be assessed in one assessment.
  - Behavior is not included in the “grade”.
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# Standards Based Assessment

- Observations
- Examination of Student Work
- Discussion
- Projects
- Performance Tasks



*Growth is the only evidence of Life.*

Cardinal John Henry Newman

## Performance Key

4 The student, with limited errors, understands key concepts, processes, and skills and applies them effectively.

3 The student is progressing towards understanding key concepts, processes and skills, but demonstrates inconsistent application of concepts independently.

2 The student is demonstrating progress towards understanding and application of key concepts, processes and skills with additional time and support.

1 The student is not demonstrating progress towards understanding of key concepts, processes and skills even with additional time and support.

\* Not Assessed at this time.

## Reading : Literature/Informational Text

Q1 Q2 Q3 Q4 F

Demonstrates use of reading strategies

Reads grade level text with fluency and comprehension

Makes inferences, creates and answers questions of who, what, where, when, why and how

Retells stories with beginning, middle and end

Summarizes and identifies the main idea, characters, plot and setting of a story

Uses moral decision making models to evaluate characters' choices

Asks and answers questions about unknown words in a text






Identifies literary devices and how they affect the meaning of a text



# Grading Qualifiers

*Qualifiers are indicators of proficiency and mastery of standards*

## What do the numbers mean?

4	The student, with limited errors, understands key concepts, processes, and skills and applies them effectively.	
3	The student is progressing towards understanding key concepts, processes and skills, but demonstrates inconsistent application of concepts independently.	
2	The student is demonstrating progress towards understanding and application of key concepts, processes and skills with additional time and support.	
1	The student is not demonstrating progress towards understanding of key concepts, processes and skills even with additional time and support.	
*	Skill not assessed at this time.	

## What do the numbers mean?

4

The student, with limited errors, understands key concepts, processes and skills and applies them effectively.

- Student consistently demonstrates proficiency on grade level standards.
- A student earning a 4 consistently and independently uses and applies knowledge in ways that demonstrate higher level thinking skills.

A qualifier 4 is NOT:

- Extra credit work at level 3 to advance to qualifier 4.
- Only perfect test scores
- Work done in total isolation

*Generally, few students perform at this level all the time*



## What do the numbers mean?

3

The student is progressing towards understanding key concepts, processes and skills, but demonstrates inconsistent application of concepts independently.

- The student frequently demonstrates proficiency on grade level expectations for concepts and skills.
- A student earning a 3 frequently demonstrates (through multiple assessments and over time) proficiency of grade level skills and concepts and requires minimal support.
- A 3 throughout the school year indicates strong, excellent work at grade level.
- Consistent demonstration of proficiency over time equals mastery of the standard.

*A 3 is the end-of-year goal for most students.*



## What do the numbers mean?

2

*The student is demonstrating progress towards understanding and application of key concepts, processes and skills with additional time and support.*

- A student earning a 2 has not yet met proficiency of the standard but is progressing toward achieving skills and learning end-of-year grade level concepts.
- Some support from teachers, parents and/or peers is still needed.
- A 2 indicates additional growth is needed (and may also indicate that the skill was just recently introduced).

### **POWER of the 2**

- A 2 is a satisfactory qualifier.
- A 2 tells the parent that the student is on the path to learning the skills and knowledge to become proficient on the standard over time.



## What do the numbers mean?

*The student is not demonstrating progress towards understanding of key concepts, processes and skills even with additional time and support.*

- Student shows little to no recognition of concepts and skills.
- A student functioning at this level alerts the teacher and parents that there could be other issues interfering with learning

1

### Sometimes a 1 is Not Forever

- Interventions are needed from teachers and parents to support the student.
- Once interventions are in place and are effective, the student should be working toward proficiency.
- Effective interventions: tutoring, peer tutoring, etc.

**However, if interventions are not successful over time,**

- Further evaluation of the student may be needed to determine if there may be a learning disability or a language disadvantage.





## What do the numbers mean?

\*

*Skill not assessed at this time.*

- Because standards, anchors and benchmarks overlap on a frequent basis, not assessed will be used very sparingly, possibly more frequently at the beginning of the year.
- Assessment of standards is ongoing throughout the academic year.
- Standards are on a continuum and go deeper throughout the year and deepen from grade level to grade level.



# Qualifiers are Sign Posts

An INSTRUCTIONAL POINT of where a student currently is, as measured against his or her own learning.

## NOT A RUBRIC

- 4 ≠ A
- 3 ≠ B
- 2 ≠ C
- 1 ≠ D or F



Life is about growing,  
improving and getting better.  
Conor McGregor