**Changes to our Assessment Cards**

The Diocese of Rockville Centre has adopted a new set of assessment cards. Our latest Pre-k through grade 6 standards based report cards have been written to align with the new standards that the Diocese and New York State are following. The new cards have been written so that there is a flow across all grade levels. We added a Pre-K card this year, since there are now English and Math standards to be taught in that grade. We will be implementing the seventh grade card next year, with the eighth grade card to follow the year after.

**Why Use Standards?**

The purpose of the Standards-Based Report Card is to provide more detailed feedback to parents regarding the progress their children are making toward specific learning standards at their grade level. The new report card will allow parents and students to understand more clearly what is expected of students and how to help them be successful in a rigorous academic program.

**Comparing the Standards Based Assessment Card to a letter grade system**:

Letter grades measure how well students do in comparison to their classmates. Our new Assessment Card which is standards based, measures how well an individual student is doing in relation to the standards taught at his/her grade level and not to the work of other students.

**Parent Handouts:**

Along with the new Assessment Cards, there will be a parent handout available of the new ELA and Math standards. Those handouts can be a point of focus when you are having Parent-Teacher conferences. They are a clear reference for a parent to know exactly where a child might be excelling or having trouble in either subject. For all grades, the standards can help you to see how you can best work with your child at home.

**Rubric Based:**

The new Assessment Cards are also rubric based and parents can identify how a child received a 4,3,2,or a 1 in a particular subject based on the rubric descriptors.

For example, this is the Rubric for Grades 1 through 5:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RUBRIC** | | | | | | | | | | | | | | |
| **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. | | | | | | | | | | | | | |
| **/** | Indicates area of concern. |  |  |  |  |  |  |  |  |  |  |  |  |  |

When we look at the **subject areas**, you will see that there are three marking periods. The highlighted English Language Arts box is where you will find the rubric grade.

In the boxes that follow, if there is an area of concern, there will be a / mark. For example:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | **1** | **2** | **3** |
| **English Language Arts** | | |  | 3 |  |  |
| Reading - Literature | | |  | / |  |  |
| Reading - Informational Text | | | | / |  |  |
| Reading - Foundational Skills | | | |  |  |  |
| Writing | |  |  |  |  |  |
|  | |  |  |  |  |  |
| Speaking and Listening | | |  |  |  |  |
| Language | |  |  |  |  |  |

When we go to the ELA Guide that you will get at Back to School Night, we can see that for

Grade 1, the ELA standards for ***Reading- Literature*** to be taught throughout the year are:

*1. Ask and answer questions about key details in a text.*

*2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.*

*3. Describe characters, settings, and major events in a story, using key details.*

*4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.*

*5. Explain major differences between boos that tell stories and books that give information, drawing on a wide reading of a range of text type.*

*6. Identify who is telling the story at various points in a text.*

*7. Use illustrations and details in a story to describe its characters, setting, or events.*

*9. Compare and contrast the adventures and experiences of characters in stories. a. With prompting and support, students will make cultural connections to text and self.*

*10. With prompting and support, read prose and poetry of appropriate complexity for Grade 1.*

*11. Make connections between self, text, and the world.*

Your child’s teacher will talk to you about what he or she has taught in this standards area up until the time of the assessment card. If there is a weakness, he/she will be able to tell you what it was and how you can work together to help your child get stronger.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Mathematics** |  |  |  |  |  |
| Operations and Algebraic Thinking | | |  |  |  |
| Number and Operations in Base Ten | | |  |  |  |
| Measurement and Data | | |  |  |  |
| Geometry | | |  |  |  |

We can see the same for Mathematics. There will be a general rubric grade, and then a / mark if there is an area of concern. For example, the Parent Guide for Math will explain what Operations and Algebraic Thinking looks like when taught to a First Grader over the course of the year. I have shortened the examples here. Your teacher can explain in detail each area.

***Operations and Algebraic Thinking:***

*Represent and solve problems involving addition and subtraction (within 20 using objects, drawings, and equations – draw 10 apples, etc.)*

*Understand and apply properties of operations and relationship between addition and subtraction ( i.e. If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known)*

*Add and subtract within 20 (demonstrating fluency)*

*Work with addition and subtraction equations. (understand the meaning of the equal sign etc.).*

**Other Subjects**

The other subject areas on the Assessment Cards are covered under their current standards. New Science and Social Studies standards have been written and are currently in the process of being reviewed. Any of the special subject standards, such as Art, Physical Education, Music, Languages Other Than English, can be found at: <http://www.p12.nysed.gov/ciai/standards.html>.

**How will grades be determined?**

Students' ability to meet the learning standards will be determined by both their oral and written work. Rubrics are used to clearly define what a teacher is assessing so that children know exactly what will be on a test, project or other type of assessment.

The revisions to the assessment cards were made by a group of principals and teachers in the diocese, based on feedback that there was a need to change our former assessment cards. They also reflect feedback given by other principals and teachers in the past year.

Some of the changes are a result of the shift in teaching that is seen in the Common Core standards. The new cards will also help parents to understand the expectations of the Common Core standards.

As we move to these new assessments, it is our hope that they bring much conversation with your child’s teacher about the way your child learns, their strengths and their weaknesses and how we can collaborate in order to bring your child to be the best that they can be.