

Diocesan Grade Report Information

Introduction

In recent years, a great deal of research has been completed on instruction, assessment and grading. Best practices of differentiated instruction and assessment have enhanced our teaching. The Diocese of Harrisburg has developed a Grade Reporting System to reflect this knowledge.

Grade Report

As you review the Grade Report, you will see that the main topics are few. Only major learning goals are included. These are grouped in sections following the Diocesan Curriculum for each area which is required to be assessed: Religion, Integrated Language Arts, Mathematics, as well as Science, Social Studies grades (4 – 8) and Art, Music, Physical Education, and Technology for Intermediate grades (7—8). Although they are not included on the Kindergarten and Primary Grade Report, we note that the curricula for Art, Music, Physical Education, Technology, Social Studies and Science are to be fulfilled at every grade. Projects in these areas can be incorporated as assessments for Integrated Language Arts or Mathematics.

This formal reporting document will be distributed three times during the school year. Each trimester will be comprised of approximately 12 weeks of instruction. Midway through each trimester, a progress report will be sent to parents to update them on their child's progress. All students will receive this progress report.

Marking Code

For Kindergarten through 3rd grade (no letter grades) and also used for evaluating growth indicators in Grades 4-8 under each letter grade for the subject area.

Please note: Marking codes of E, P and I are not to be equated to or correlated with the A, B, C, D and F marking code.

Exceeds Expectations: E

Student learns independently and is able to accomplish new skills acquisition without support of the teacher and exceeds the curriculum. Student is able to apply knowledge, to new material and beyond, easily and independently.

Proficient: P

Student is able to accomplish skills with support of the teacher and classroom setting. Application of newly learned material is achieved within standard measure of time and has acquired the curriculum taught at this point in time. Student easily works with new skill in a group setting but is not yet independent.

In Progress: I

Student at this level needs repeated practice over an extended period of time to acquire new skills. The student has not acquired all skills or knowledge to be proficient. Student is unable to apply new skill work independently or with group work. Student often requires individual teacher support.

Not Taught: N

The content was not taught during the trimester.

Intermediate (Grades 4 through 8)

The Marking Code for all subject areas will be “A, B, C, D, and F.” (Use the chart below for raw score progress indicators or use the following scholarship evaluation as indicators to student progress).

Mark:	
A	Excellent
B	Above Average
C	Average
D	Below Average
F	Unsatisfactory

A.... Excellent:

This student is careful, thorough and prompt in the preparation of all required work: is quick and resourceful in utilizing suggestions for supplementary activities. He/she works independently and has sufficient interest and initiative to undertake original projects beyond assigned work. Uses time well. Does not guess, but is careful to express thought clearly and accurately. He/she shows leadership in learning.

B.... Above Average:

This student prepares all assignments carefully; is conscientious and dependable; requiring no urging to have work done on time. She/he shows consistent interest and responds when called on. She/he makes a practice of doing all assigned work and makes some use of suggestion for supplementary work. He/she had good study habits for routine assignments. Is a good worker, but initiative and resourcefulness are not strongly developed.

C.... Average:

This student usually does average work but requires direction and stimulation from the teacher to produce “satisfactory work”. She/he shows limited interest or ability in following subjects beyond the minimum requirement, but does respond to encouragement and guidance.

D... Below Average:

This student does work of uneven or superficial quality. He/she lacks concentration in study or is unable to do much work independently because of lack of study habits. He/she has a lack of the necessary foundation or background, and/or a lack of ability. Frequently, she/he fails to do satisfactory work. Special help and encouragement are constantly required, however, during the trimester will show some improvement. Sufficient intervention is required by outside remediation and parental involvement to keep the student achieving. This type of student should be assessed to a full extent and may qualify for a Learning Plan.

FUnsatisfactory:

This student fails to accomplish the fundamental minimum essentials necessary for continued progress. There is a need to spend more time on work given in the trimester. The study habits are nonexistent; the student does not spend time nightly on homework and study assignments. Maturity may be insufficient for the student to accomplish the work of the grade level or there is a total lack of effort/interest on the part of the student to learn. Serious consideration needs to be given by parents, teachers and administration as to continuance in the regular program of the school.

Christian Values

Models Christian values

- E= Provides a “Christ-like” model in all actions, in and out of the classroom; Lives the Catholic Christian faith daily.
- P= Demonstrates knowledge of faith through action.
- I= Shows little evidence through daily actions of faith values.

Shows reverence during prayer and liturgy

- E = Models and leads with a posture of holiness at all sacred occasions.
- P= Demonstrates proper reverence and participation both during prayer and liturgy.
- I = Does not hold body in a correct posture; does not pray or sing during opportunities of prayer.

Accepts responsibility for actions

- E =Positive role model; leadership in carrying out responsibilities; assertive in accepting responsibility.
- P = An attitude of responsibility for all actions; polite and mannerly.
- I = lacks accepting correction, admitting to wrong or change behavior for actions.

Practices Self-control

- E = Assumes leadership in encouraging self and others to self-control.
- P = Behaves daily in and out of the classroom; controls own responses to situations in a polite way and with a respectful attitude.
- I = Disruptive; talking constantly; noise making; out of seat, etc.

Observes rules of school

- E = Exceptional role model in encouraging others to obey rules; shows leadership in obeying all rules.
- P = Obeys classroom requirements and school requirements.
- I = Consistent disruptions even after reminders; short cuts rules to suit self; lacks the effort to follow rules after being told.

Respects property

- E = Initiates care for school environment and encourages other to respect.
- P=Seeks student’s permission to use another’s things; uses property properly.
- I =Borrows without asking; misuses and/or abuses other’s property, may include school’s.

Show respect for self and others

- E = Carries an attitude of “respect and support” for all faculty, staff, volunteers and schoolmates. Encourages inclusion of all in activities and supports others in need.
- P = Displays respect in words and actions to all faculty, staff, volunteers and schoolmates.
- I = Talks back to adults, verbally abusive to others (adults and students), antagonizes others; unable to apologize.

Work Habits

Uses time wisely

E = Completes all tasks well within prescribed time allotment, often with additional time allowing for self-selected activities.

P = Uses time well to complete tasks on time.

I = Distracts self and other; does not organize time to complete activities in allotted time; does not focus on tasks may be at home or school.

Displays effort

E = Highly motivated to complete tasks in a neat and careful way; desires or creates a challenge beyond the required assignment.

P = Displays worthy attempt in all work and activities. Shows care and neatness in completion of projects and daily work.

I = Desire to complete tasks is lacking; shows little care or neatness in projects and daily work.

Works well in a group

E = Takes leadership in a group, in the role of facilitator, assisting the group to achieve and to work together; peacemaker; problem solver.

P = Cooperates with others; does fair share of work in a group.

I = Does not compromise or complete "fair share" of group work or will not participate in group activities.

Works well independently

E = Initiates work; works without disturbing others (student or teacher); seeks resources without direction or suggestion from the teacher.

P = Initiates work at the direction of the teacher; contacts the teacher at appropriate times; uses resources at the encouragement of teacher.

I = Requires multiple teacher-directed attempts to begin work; disturbs others; unable to seek to use to complete work resources.

The Kindergarten Grade Report has the following Growth Indicators for Work Habits:

Accepts school routine

Displays effort

Works well independently

Seeks help when needed