

**ARCHDIOCESE OF NEW YORK  
REPORTING SYSTEM MANUAL (RSM)  
Policies, Procedures, and Guidance  
Effective September 2019**

**SECTION ONE: RATIONALE**

Our Catholic Schools are committed to forming all students in the image of Jesus Christ. As such, our schools are called to develop students' spiritual growth and to foster students' academic excellence. The purpose of this manual is to lay the foundation for a consistent system of reporting. "To make meaningful progress, **we must maintain an unwavering focus on learning and learners**" (Guskey & Bailey, 2010, p. 418). The goal of this manual is to provide detailed guidance on how we report student learning to students, parents, and staff. This manual provides comprehensive information and guidance concerning assessment in order to provide information that is valid, fair, reliable, and actionable for students, parents, teachers, and leaders.

**SECTION TWO: COMPONENTS OF THE REPORTING SYSTEM**

In order to communicate clearly and timely with parents, our schools use many tools which include:

- a. Progress reports (for all students)
- b. Report cards
- c. Parent-teacher conferences
- d. Teacher-student conferences
- e. Portfolios/exhibits of student work/open houses
- f. MAP reports

Each tool is described in the sections below:

**A. Progress Reports**

Progress reports may take many forms. They may be short checklists or mini report cards that give parents and guardians a brief summary of students' progress between report cards. The key to progress reports is to offer parents specific strategies they can use at home to help their children. These may be individual to each student or a summary of what the class is currently working on. *See the Appendix for steps on generating progress reports in TADS*

**B. Report Cards**

Report cards are the foundation of our reporting system. The purpose of the report card is to clearly communicate with parents and students what children know and are able to do based on teachers' assessments throughout the quarter.

**C. Parent-teacher Conferences**

Parent-teacher conferences allow us to have an opportunity to communicate with parents in an interactive and highly individualized way. Teachers can communicate with parents about academic progress and nonacademic aspects of learning such as attendance, participation, and behavior. Planning is key to making these meetings successful for both parents and teachers.

**Recommended Practices for effective parent-teacher conferences:**

<b>Before the conference</b>	<b>During the conference</b>	<b>After the conference</b>
Encourage parents to review student work at home, note concerns or questions, and bring those to the conference	If possible, provide child care, refreshments, and transportation if needed	Provide parents with a phone number or email address and schedule of specific times so they may call or email you with concerns
Schedule times that are convenient for both working and nonworking parents	Show multiple samples of student work and discuss specific suggestions for improvement	Follow up on any questions or concerns raised during the conference
Notify parents well ahead of scheduled conference times	Actively listen and avoid the use of educational jargon	Plan a time to meet again, if necessary
Provide staff development for new teachers on the purpose of conferences, preparation, and scheduling	Communicate expectations and describe how parents can help	Encourage parents to discuss the conference with their child
Consider multiple siblings - schedule so that families come once	Develop a system for ongoing communication with each parent that recognizes parents as partners	Ask parents for a written evaluation of the conference and encourage them to make suggestions
Print conference schedules and materials in multiple languages if necessary	Provide resources or materials that parents might use at home to strengthen students' skills	Debrief with colleagues to look for ways to improve future conferences

Focus the conference conversation on the following four issues:

1. What is the student able to do?
2. What areas require further attention or skill development?
3. What help or support does the student need to be successful?
4. How is the student doing in relation to established learning standards for students in a similar age range or grade level? (Davies, 1996)

#### **D. Teacher-student Conferences**

Teacher-student conferences provide critical opportunities for teachers to give targeted feedback to students and for students to set their own goals. If the conferences are held during classroom time, teachers need to ensure that the students who are not involved in the conference are engaged in meaningful learning activities. Discussions should focus on what quality work looks like and the student's own work in comparison. Teachers and students can review samples of work from portfolios and teachers can point out specific areas for improvement as well as examples of high quality work. Teachers should actively listen to students and determine how they can best help the students meet their academic goals. These conferences can be conducted twice a year (mid-year and end of year) or more frequently (at the beginning of each marking period).

#### **E. Portfolios or Exhibits of Students' Work**

Portfolios are collections of student work that serve three major purposes:

1. To display students' work around a theme
2. To illustrate the process of learning
3. To show growth or progress

Teachers at all grade levels may use portfolios and share these portfolios with parents so that parents can see specific examples of their children's work. Portfolios can be sent home weekly or quarterly so that parents can be informed about their child's learning. The portfolio can include a space for parents to sign and write comments or questions.

Exhibits of student work are also powerful ways to communicate student achievement and growth. Teachers can invite parents into the classroom to view displays of student work. With both portfolios and exhibits of student work, it is important for teachers to be able to articulate the qualities of good work and help students recognize those qualities in their own work. Teachers also need to teach students how to select the examples to exhibit and how to talk about why they chose those specific examples.

#### **F. MAP Reports**

The Student Progress Report is a great reporting tool to share with parents. This report shows parents how their child is doing compared to other students in the same grade, not only in their class, but across the United States. Important information to point out for parents include:

- Lexile level - parents can use this information to help their children choose appropriate books for children to read independently and for parents to read with their children. Parents can do read alouds too!
- Whether or not students are on track to meet their growth goals
- What skills parents can work on at home with their children in reading and math

*See the sample parent letter in the Appendix for ideas*

The Student Progress Report is also helpful to use to set goals for students.

### **SECTION THREE: ASSESSMENT POLICIES**

The schools in the Archdiocese of New York adhere to the following policies related to assessment:

1. A variety of assessments are used to assess student progress. These include:
  - Summative Assessments (tests, major projects, mid and end-of-year examinations)
  - NYS Exams
  - NWEA MAP
  - Quizzes
  - Classwork
  - Homework
  - Formative Assessments (exit tickets, class discussions, anecdotal observations)
2. Grading is used to communicate student learning and growth whenever possible, and should not be used punitively. Parents are requested to support this approach in responding to the various reports they receive from the school.
3. Teachers maintain records and objective data to support the grades given to their students. Parents are welcome to arrange a conference with a teacher if they have questions regarding grades.
4. Parents are informed of their children's progress in an accurate, clear, and objective manner.
5. Student achievement data and academic expectations are communicated in a variety of ways throughout the school year. These include:
  - Report cards are distributed four times a year for grades K to 8 and twice a year for grades Pre-Kindergarten 3 and 4.
  - A Parent Information Night is held during the fall for parents and teachers to meet and discuss policies and standards.
  - The first Parent/Teacher Conference is held during the first quarter.
  - There is open communication between administrators, teachers, parents, and/or students. All communication with parents and students must occur via the authorized school telephone (landline or cell), the school's official e-mail address, website, or through the Archdiocesan Student Information System, and must only be about school matters or matters that are appropriate to be discussed in school.
  - Corrected/graded student work is sent home in a regular and timely fashion.
  - Parents are notified in writing when a student is in danger of failing or when there is a sudden change in achievement. Parents are asked to respond by taking the requested action. Students will be provided with the necessary remediation when in danger of failing.
  - If a student is at risk of being retained, parents must be notified by registered mail as early in the school year as possible. The notice will provide parents/guardians with the opportunity to meet with the child's homeroom teacher as well as the principal.
6. **Students who have an IESP or Student Assistance Plan must be tested according to testing accommodations written specifically on those documents.** When unsure of how to provide the accommodations, contact the Director for Special Education (eileen.murtha@archny.org)

## **SECTION FOUR: GLOSSARY OF TERMS**

1. **Assessment:** The gathering, recording, and analysis of data about a student's progress and achievements or about a program's implementation and effectiveness.
2. **Classwork:** A student's written and oral academic performance, which includes:
  - Class participation
  - Group work
  - Notebooks/ Journals
  - Listening skills/following directions
  - Oral reading
  - Worksheets/workbooks
  - Conferencing
  - Observation
3. **Evaluation:** The application of judgment to the data gathered and how a performance compares to standards set for it.
4. **Formative Assessment:** Ongoing evaluations that are administered frequently throughout the academic year to assist students in assessing their progress and teachers in modifying and improving instruction based on student results. This includes observations from a class discussion as well as more formal work products like entrance/ exit tickets.
5. **Homework:** The out-of-class tasks that a student is assigned as an extension of classroom work. Four types of homework are commonly assigned: practice assignments, preparation assignments, extension assignments, and integration assignments.
6. **Mid-Year and End-of-Year Examinations:** Summative evaluations that are administered at the end of the second and fourth quarters to students in grades 6-8.
7. **Portfolio:** A purposeful collection of student work that exhibits student growth over time and often includes student reflections.
8. **Quiz:** A short assessment that is administered frequently to assess a student's knowledge. Quizzes include oral or written exams. In Science class, labs should be considered quizzes.
9. **Rubric:** An established set of criteria which score student performance for different levels of achievement based on a set of standards.
10. **Standards: The goals of teaching and learning that describe precisely what we expect students to know and be able to do as a result of their experiences in school. There are two essential parts to the standards:**
  - a. Content - what we want students to learn and
  - b. Performance - what we want students to be able to do with what they learn
11. **Summative Assessment:** Evaluation at the conclusion of a unit or units of instruction that usually requires students to demonstrate mastery of essential understandings. Summative assessments include major projects, tests and mid and end-of-year examinations. Teachers are required to list all standards assessed on all summative English Language Arts and Mathematics assessments.

12. **NWEA MAP Assessment:** The Archdiocese gives the MAP Growth assessment in Kindergarten through 8th grade. This assessment is a computer adaptive test, a computer adaptive tests adjust to each student's learning level, providing a unique set of test questions based on their responses to previous questions. Through these exams students receive a RIT score in Math, Reading and Language. This score represents a student's achievement level at any given moment and helps measure their academic growth over time. These exams take place three times a year (fall, winter and spring).

## **SECTION FIVE: BASIS FOR REPORT CARD GRADES**

**Academic Achievement** reflects a wide range of the student's experience, and **must** include all components of academic assessment listed below:

1. Summative Assessments
2. Quizzes
3. Classwork/ Participation
4. Homework

Principals and teachers are required to use the following standards as resources in developing the components of their academic assessment program which is the basis of the school-wide grading policy:

[The Archdiocesan Guidelines for Catechesis and Religion Pacing Guides](#)

[Next Generation Math Learning Standards](#)

[New York Next Generation English Language Arts Learning Standards](#)

[Next Generation Science Curriculum](#)

[The New York State Common Core Social Studies Framework with Catholic Connections](#)

The table below identifies the Archdiocesan weighting percentages for all categories that contribute to students' report card grades in all subject areas. All schools in the Archdiocese must adhere to this weighting policy.

<b>Category</b>	<b>Grades 1-8</b>
Summative Assessments	45%
Quizzes	25%
Classwork/ Participation	20%
Homework	10%
<b>TOTAL</b>	<b>100%</b>

A compilation of grades from the four categories above must be included in each subject per marking period for a student grade. With the exception of homework and classwork/ participation, which can be treated more holistically, each category should have several assignments. When principals and teachers discuss **Academic Achievement** with parents, they need to be able to assure the parents that grades are based on an adequate number and a variety of assessments. Principals must provide frequent and comprehensive supervision of classroom assessments. For example, if a teacher only provides one opportunity for a student to show their skills on a summative assessment and they do not do well, this will significantly, negatively impact their overall grade.

When a student is absent for a summative assessment or quiz, the student must make up this assessment.

## **SECTION SIX: ARCHDIOCESAN DIRECTIVES FOR REPORTING STUDENT PROGRESS**

Numerical grades will be given in grades 1 through 8 on the report card. Within the core subjects of Religious Studies, English Language Arts, Mathematics, Science, and Social Studies only ONE grade is to be given in the main category. Effective September 2016, teachers will also use a 4-1 scale to evaluate student progress toward grade level standards in each core subject area.

The numerical grade represents the student's **product** - the average of all of the products of student work (summative assessments, quizzes, classwork/participation, and homework).

- Academic achievement in grades 1 through 8 in the Core Subject Areas (Religion, ELA, Math, Science, Social Studies, and Foreign Language that meets for more than 120 minutes per week) will be calculated to the nearest percentage. Students can receive a maximum grade of 100%.
- Academic achievement will be reported in Art, Music, Foreign Language that meets for less than 120 minutes per week, Physical Education, and other school-specific special subjects.
- Achievement will be evaluated using the marking system code noted on the report card (effective 2015-2016) and the academic achievement code noted on the report card cover sheet (effective September 2016).
- No grade is to be given in computer science or library, as these two areas are to be supportive of and integrated into the total learning process.
- Foreign Language will be given a letter grade if the class meets for less than 120 minutes per week. Foreign language will be given a numerical percentage grade if the class meets for more than 120 minutes per week.

### **Progress towards meeting standards**

The progress codes (4-1) represent the student's **progress** toward meeting end of year grade level standards. These progress codes should always reflect the student's current level of proficiency, based on the most current evidence available. The progress codes are not an average, but rather a determination of what the student knows and is able to do in that particular standard at this point in the year.

Students will be evaluated in meeting the standards according to the following scale:

- 4 = Meeting standards with excellence
- 3 = Meeting Standards
- 2 = Approaching Standards
- 1 = Below Standards

### **Conduct and effort**

Conduct and effort grades represent the student's **process**, i.e. their work habits, habits of mind, and behavior. Rather than standards, these are expectations. Students will be evaluated in conduct and effort according to the following scale:

- 3 = Consistently/Independently
- 2 = Sometimes
- 1 = Rarely/Not Yet



The expectations listed under conduct and effort should be presented to students and families as habits of mind and skills that students can improve on with sustained effort. See the appendix for resources on how to explicitly teach and celebrate growth in these areas. We want students to see that, just as they do in academic subjects, practicing these habits leads to growth.

### **Mid-Year and End-of-Year Exams**

Developmentally appropriate Mid-Year and End-of-Year Examinations must be given to all students in grades 6-8. In grades 3, 4 and 5 these tests will only be administered in Religion. In grades 6-8 these tests must be administered in all major subject areas. Each of these exams will be worth 10% for a total of 20% of the final grade on the report card.

Schools who meet the New York State Board of Regents guidelines may choose to administer Regents examinations in Algebra I, Living Environment, Earth Science and/or U.S. History and Government. Elementary students who take Regents exams are also required to take their grade-level state Mathematics assessment. *In the case of a science Regents Exam, only students who have also met the laboratory requirement, which includes 1200 minutes of hands-on laboratory experience with satisfactory laboratory reports, may be admitted.*

The grade on the Archdiocesan Religion Examinations must be used as the student's Mid-Year and End-of-Year Examination grades.

## **General Grading**

Teachers must enter the actual grades students receive on all assessments. If a student receives a grade of 60% or below, the grade should be recorded as a 60- and will be calculated as a 60% on the student's report card. Final averages will be calculated to the hundredths and rounded to the nearest whole number.

A grade of 70% is passing. Teachers must provide academic intervention when a student is in danger of receiving a grade below 70%. Academic interventions and conversations with parents should happen as early as possible to provide students with support and **to give them every opportunity to be successful**. All intervention is to be documented by the teacher (and kept on file) and discussed with the principal and the parent(s) on an ongoing, regular basis.

Extra Credit and the inclusion of bonus questions on assignments are not permitted.

## APPENDIX

### Follow the Steps below to Generate Progress Reports in TADS:

- A. Click on *Reports*
- B. Click on the *Scoring* folder to the left
- C. Click on *Student Progress*
- D. Select the appropriate Grading Period
- E. Select the appropriate Grade(s)
- F. Select *Active* from the Student Status drop down box
- G. Select all students you wish to generate progress reports for
- H. Select *Regular* as the Course Type
- I. Select the appropriate Attendance Grading Period
- J. Select the YES radio buttons for the fields you wish to include
- K. Click *Generate*

**\*\*\* This report may take several minutes to generate\*\*\***

## Sample Class Progress Report

Saint Imaginary School  
Parent Information and Involvement Form

Teacher \_\_\_\_\_ Class \_\_\_\_\_

During the next month, the topics and ideas we will be studying are:


Our goal in studying these topics and ideas is for students to be able to:

Parents can help at home by:

Sample Student MAP Goal Visuals

Name \_\_\_\_\_

**NWEA READING**


Winter Score  + Growth  = 

I FIGHT FOR MY SPOT!  
I will take my time and do my best!

Actual Score: \_\_\_\_\_ Teacher Initials: \_\_\_\_\_

Name \_\_\_\_\_

**NWEA Language**


Winter Score  + Growth  = 

I FIGHT FOR MY SPOT!  
I will take my time and do my best!

Actual Score: \_\_\_\_\_ Teacher Initials: \_\_\_\_\_

Name \_\_\_\_\_

**NWEA Math**

Winter Score  + Growth  = 

I FIGHT FOR MY SPOT!  
I will take my time and do my best!

Actual Score: \_\_\_\_\_ Teacher Initials: \_\_\_\_\_

## Guidelines for Comments

- The most effective teacher comments focus on the specific standards or learning goals students are expected to attain but convey information that might not be explained completely by the mark on the report card
- Use comments to clarify particular strengths and explain what was achieved during the marking period
- Use comments to pinpoint learning problems and offer suggestions as to how those problems might be remedied
- Comments should be helpful and instructive and NEVER negative about students' behavior or character
- Avoid words such as unable, can't, won't, always, never
- Focus on the goals, not on the learner (ex. "Nicole has made excellent progress in mastering her math problem-solving skills" instead of "Math is clearly Nicole's best subject.")
- Provide detailed comments - describe the what, how, and why of learning success or problems (ex. "Carlos's prewriting outlines have made his writing clearer and more expressive" rather than "Carlos's writing has improved.")
- Offer small, manageable suggestions for improvement (ex. "Spending ten minutes every day with the math flashcards will help Elise improve her math skills" rather than "Elise needs to work harder in math")
- Relate comments to specific learning goals or standards (ex. "A 20-minute walk every day would help James improve his endurance" rather than "James needs to get more exercise")
- Avoid comparisons with other students

Sample Report Card Comments

Phonics	
Meeting Expectations	___ can identify all capital and lowercase letters of the alphabet and name their sounds. A goal for her/him is to apply this skill in reading and identify the beginning sound of a word.
Meeting Expectations	___ is able to blend letters together to read more challenging patterns such as 'th' or 'sn'. A goal for her/him is to read through the entire word and add the proper ending (i.e., -ing, -ed, -es) .
Needs Support	___ can identify [number] of capital and [number] of lowercase letters of the alphabet. She/he is able to match [number] of letter sounds to the correct letter.
Needs Support	___ is able to identify the beginning and ending sounds of the word. With support she/he is able to identify the correct middle sound. When reading at home please remind her/him to sound out each piece of the word to ensure accuracy.
Fluency	
Meeting Expectations	___ reads with expression and often changes her/his voice to imitate and match how the character is feeling in the text.
Meeting Expectations	___ reads confidently and with expression. She/he actively monitors her/his own reading and will self-correct when a mistake is made.
Needs Support	___'s reading is disjointed. She/he takes a brief pause in between each word. To encourage more fluid reading we have been practicing reading groups of words and even whole sentences at a time before pausing.
Needs Support	___ reads very quickly and often misses punctuation marks and misinterprets common words. She/he is reminded to slow down and reread the text so she/he can better comprehend what is happening.
Speaking and Listening	
Meeting Expectations	___ enthusiastically participates in class discussions and frequently raises her/his hand to share her/his opinion. She/he speaks in complete sentences and provides evidence to support her/his thoughts.
Meeting Expectations	When participating in a class discussion ____, she/ he consistently engages with the speaker. ___ has been observed asking questions, taking notes, and often offering a challenging viewpoint to drive the discussion forward.
Needs Support	___ often shares her/his thoughts during discussion, however, consistently requires prompting to provide evidence to support her/his claim. A goal for ___ is to share her/his opinion with evidence. To achieve this I will continue to encourage ___ to pause and think before sharing as well as build upon others thoughts in a discussion.

Needs Support	___ is often distracted by other students in the class. This takes away her/his attention away from the speaker, causing her/him to miss important information. A goal for ___ is to make progress and sustain focus for at least ___ minutes.
Reading Comprehension	
Meeting Expectations	When asked a question ___ is able to answer with confidence by providing explicit evidence from the text.
Meeting Expectations	___ carefully reads and rereads the text and all text features (i.e., italicized print, tables, charts) to understand the author's point of view.
Needs Support	With prompting and support ___ is able to answer questions connected to the text. In class we encourage students to reread the text and often reread in small chunks to build understanding. I would encourage similar reminders at home when ___ is doing homework.
Needs Support	___ needs the most support when it comes to inferencing. She/he is able to share her/his opinion and use prior knowledge. However, she/he often has a difficult time matching this with evidence in the text before drawing a conclusion.
Writing	
Meeting Expectations	___ is quick to start his work and often writes in complete sentences. She/ he is able to logically sequence his ideas and the events of a story.
Meeting Expectations	___ has a strong grasp of the writing process and often seeks feedback at each step to improve her/his writing. She/ he implements feedback which positively impacts her/his final product.
Needs Support	___ is able to generate different ideas for writing independently. However, she/he needs substantial prompting and support to take her/his thoughts and write them on paper. I will continue to encourage her/him to use graphic organizers to better plan her/his work.
Needs Support	When writing ___ is often encouraged to add more detail and provide evidence to thoughtfully support her/his argument.
Number Sense	
Meeting Expectations	___ can fluently [add/subtract /multiply/ divide] within [grade level expectation].
Meeting Expectations	___ create any five- digit number using base ten blocks and can accurately identify each part of a five-digit number based on their place value.
Needs Support	___ is able to add fluently within 20 but struggles when subtracting within the same numbers. To support we have been using number bonds in the classroom to better recognize the relationship between numbers.
Needs Support	___ is able draw and visually represent a fraction, however, she/he has difficulty accurately representing that quantity in numbers. She/ he often



	reverses the position of the numerator and denominator. In class we have been using fraction tiles and number lines to better understand the relationship of part and whole.
Problem Solving	
Meeting Expectations	___ consistently looked for clues in the problem and determined her/his plan of action (i.e., multiplication or division)
Meeting Expectations	___ is able to solve fraction problems with ease and is able to show evidence of her/his thinking by clearly showing her/his working, writing an expression, and drawing a picture.
Needs Support	___ is developing an understanding of addition and subtraction. She/he is often reminded to carefully read the problem a second time to identify clue words and develop a plan for solving. This process allows ___ to choose a strategy and more confidently complete her/his work.
Needs Support	___ is able to solve [addition and subtraction] problems, however, she/he finds it particularly challenging to explain her/his work. I will continue to encourage ___ to provide supporting evidence by showing all work, writing an expression, and drawing a picture. This will help deepen her/his understanding of mathematical concepts.

## Sample Report Card Narratives

### **Personal Growth and Work Habits**

It has been a joy to watch John grow and develop this year. John is motivated by a challenge and has embraced the identity of a 'problem solver.' When a task is presented he carefully studies the situation before offering an array of solutions. He is not afraid to take risks and try something new.

John has been observed making good, responsible choices both in and out of the classroom. This is best exemplified in his relationships with other students. He is developing good manners, is able to take turns, and join any friend group with ease.

In class we have practiced how to handle difficult situations with peers and communicate feelings. The students have been encouraged to use phrases like, "That made me upset because..." and "I did not like it when...". John is beginning to use these phrases without being prompted which is a positive step in his communication with peers. He should be encouraged to use these more often as well as advocate for himself when he isn't feeling his best.

### **Speaking and Listening**

This year we worked on developing habits of good listening and techniques for actively participating in a discussion. These include having a still body, looking at the person speaking, turn taking, and building on shared information to move the discussion forward. John is learning to wait his turn to talk and be respectful of others in the group. He speaks clearly and confidently, in a "loud and proud voice," so everyone can hear him. When sharing his opinion, he consistently explains his idea with evidence and support which shows higher level thinking and is something he should continue. However, when someone shares an opposing viewpoint, John often retreats, unwilling to hear their side of the argument. John has a great sense of humor and enjoys making others laugh. He is learning when it is appropriate to be serious and when to play around.

This year students had to follow single-step and multi-step directions. John is able to complete single step directions with support and reminders (i.e., line-up, sit on the carpet, sharpen your pencil, etc.). When completing multi-step tasks, he often gets distracted by other students and objects in the classroom. For example, if the direction is to "stand up, get a piece of paper, and walk back to your seat", John might stand up, begin to have a conversation and then walk back to his seat without getting his piece of paper. To practice, I would suggest having John complete tasks with one or two steps to build his stamina.

### **Phonics**

John has excelled in word study this year. He was able to identify 26 uppercase letters, 26 lowercase letters, and 26 letter sounds early on. This allowed him to work independently and in a small group on higher level activities like blending sounds together (br, fl sn, etc.) and with more challenging patterns (ch, th, and wh). John is able to sort words with these advanced beginning sounds as well as spell and identify them in print. As a next step, he can focus on increasing his bank of word endings (i.e, -ed, -es, -ing) and the sounds they make.

Since January our word study activities have focused on word families. Each week we studied a different three letter family or group of rhyming words (cat, bat, mat, etc.). John's strong foundation and flexibility with the alphabet allowed him to excel with word families. He can quickly sound out and read each word with ease as well as tell you the word's definition. If a word has more than one meaning (i.e., can), John is also able to describe both definitions and give examples for each. John should continue to use these words in sentences

that are increasingly complex. For example, if he was using 'man' in a sentence he could say, 'I see a man standing on the subway' versus 'I see a man'.

## **Reading**

John's loves being read to by the teacher, his reading buddy, and friends. It is clear he has a love of books since he enjoys our visits to the library and choosing stories in the classroom. Despite his attraction to books, John needs frequent encouragement and direct supervision when it comes to reading on his own.

Since January our reading time in class has been a combination of whole class instruction, library visits, reading buddies, as well as targeted small group work in 'book club.' When reading, John consistently uses strategies taught in class. He points to each word with fidelity, carefully saying each one. He will sound out the beginning of a word and often use the picture for clues and support. John needs to practice monitoring his reading for meaning, double-checking that the words he's choosing makes the most sense for the sentence. For example, if the sentence reads, 'The horse ran quickly,' he may read it as 'The horse ran quietly.' To best help with this I would first encourage him to pause and think if his choice makes the most sense. I would then have him read through the entire word, piece by piece, sounding it out to check the middle and ending sounds.

Our reading comprehension has focused on 5W (who, what, when, where, why) questions. John's comprehension skills have progressed steadily all year and he is able to answer these sorts of questions that require basic recall from the text. In addition, we also practiced proving our answers by providing evidence and referencing something from the text. In small group, we practiced inferring and identifying the author's purpose for writing a text. This requires higher level thinking as the answer is not explicitly stated. John is able to make a claim with substantial, coherent evidence drawn from the text and his personal life.

## **Writing**

John is able to independently generate different writing ideas. He is quick to start his work and often writes in complete sentences. John is able to logically sequence his ideas and the events of a story. He is often encouraged to add more detail and provide evidence for his opinion. His illustrations consistently match his writing and typically have a coherent narrative. John's work as a visual storyteller has steadily progressed since September and he uses a variety of color and objects to make his point. Moving forward he should be reminded to take his time and carefully focus on his work.

He is able to use the word wall and words posted in the classroom as tools for support when he is writing. John will sound out and make an attempt at writing a word when he does not readily know how to spell something. This 'try and try' attitude should continue to be fostered and encouraged when it comes to writing because it shows his determination, effort, and grit.

Structurally, John has consistently progressed in adding spaces between words and should be reminded to do so in the future. He is also beginning to write in both capital and lowercase letters in the same word/ writing piece which will further develop with practice.

## **Math**

Our math workshop has focused on counting, building two-digit numbers, and addition/ subtraction. With support he is able to count by 10s up to 500. He is able to count backwards by ones from any number below 100. John is able to create any two- digit number using base ten blocks and can accurately identify each part of a two-digit number as "tens and ones." (i.e., 63; 6 tens, 3 ones). This skill greatly helped John when it came

to addition and subtraction. Since he has a strong base of skip-counting, a fun, practical challenge for John could be counting money.

Students studied addition and subtraction for both single digit and double digit numbers. From memory, Kindergarten students should be able to add and subtract fluently up to 5. John met and exceeded this goal and can easily solve problems up to 20. Our weekly word problem gave students the chance to use problem solving skills with more complex mathematics. For these problems, we solved addition and subtraction up to 50. John consistently looked for clues in the problem and determined his plan of action (i.e., addition or subtraction). He solved both addition and subtraction problems with ease and is able to show evidence of his thinking by drawing a picture.

## Be a Better Me!

Name \_\_\_\_\_

Skill	Date Introduced	How do I do it?
Active participation		
Focus and attention		
Organization		
Working independently		
Completing tasks on time (time management)		
Completing homework on time (time management and study skills)		
Grade-level penmanship (taking pride in work)		
Accepting consequences		
Self-discipline		
Following rules		
Demonstrating respect		
Working cooperatively with others		
Using technology		
Following directions		
Speaking at appropriate times		
Maintaining friends		

The skill I most want to work on is:

I know I will have met my goal when:

My teacher can help me meet my goals by:

My friends can help me meet my goals by:

My parents can help me meet my goals by:

Student signature \_\_\_\_\_

Parent signature \_\_\_\_\_

## Conference Notes

Date \_\_\_\_\_

Teacher/Administrator \_\_\_\_\_

Parent \_\_\_\_\_

Student \_\_\_\_\_

Current Grade:

Description of concern/observations:

Plan of action:

## Portfolio Resources

Explanation: Students draw a picture to go on the front cover of their portfolio. They will keep this portfolio all year and record all of their writing assignments in it. The picture should capture their metaphor/simile for what English/Language Arts means to them. Examples students have chosen include a road, hiking trail, river, mall, chessboard, etc. Students should include three symbols that represent obstacles for them related to ELA and three symbols that represent strengths. They should label these on their drawing and then complete the following writing assignment to explain the drawing as a whole. This assignment allows you to get to know your students, their capacity for symbolic thinking, their writing style, and their perceptions about their own strengths and weaknesses related to ELA.

### Paragraph One:

Write a simile that describes your picture: ex. My road through 7<sup>th</sup> grade is like a river.

Explain the symbols for your obstacles: ex. The rocks represent my bad spelling.

Explain all three obstacles

### Paragraph Two:

Start with a transition phrase to let your reader you are now talking about something positive. Ex: In spite of my struggles, I am good at these things.

Explain the symbols for your strengths: ex. The raft represents my creativity.

Explain all three strengths

### Paragraph Three:

Write a transition to talking about your goals. Ex: I know I have certain strengths and weaknesses. Therefore, my goals for writing this year are...

(be sure to make your goals specific: to learn more vocabulary words)

You should have three goals.

### Paragraph Four:

Make a plan for meeting your goals.

Be specific! For example, if you want to improve your vocabulary, learn two new words every day or practice your vocabulary words.

Write a conclusion sentence.



## Portfolio Writing Analysis

### Explanation:

Over the course of this academic year, we have engaged in a variety of different types of writing: research, creative writing (poetry and personal narrative), and literary analysis. This final summative assessment will allow you to look at your writing as a whole to determine areas of strength and weakness and allow you to celebrate how you have grown as an author.

### Format:

Your analysis must be typed, TNR 12 point font, double spaced, with one inch margins and your full heading. You should use the questions to guide you, but your analysis should be written in paragraph form and not as responses to numbered questions. You will be graded based on the thoroughness of your self-assessment and reflection.

**Due Date:** Friday May 15<sup>th</sup>

### Questions for reflection:

Which project(s) do you feel especially proud of? Explain why.

Which project (or writing experience) did you learn the most from? Describe what you learned.

Which piece of writing did you find particularly interesting or challenging? Explain why.

Which piece of writing did you struggle with the most? Describe how you would deal with this struggle in the future.

Review readers' comments (from your peers and instructor). These comments may be either positive or constructive. Identify one comment that appears on two or more of your papers. A comment that shows up on two or more papers probably indicates a strength or a weakness. Briefly describe how you plan to continue to build on this area, if it is a strength, or how you plan to improve in this area, if it is a weakness.

Review your critical reflections for each of your papers. Do you note a pattern in the problems and solutions you described? What do these responses tell you about your writing and your approach to writing?

Finally, assess one particular area of which you are proud of your growth in writing.

## Portfolio Writing Analysis Rubric

Name:

Elements	Comments	Points	
		Final	Possible
Especially proud of and why			10
Learn the most from and Lesson			10
Interesting, challenging, why			10
Struggle and plan for future			15
Reflection on strength/weakness and plan			20
Patterns and approach to writing			20
Area of most growth			10
Mechanics			5
Final			100

## Multiple-Assignment Proofreading Record

Directions: When you receive a corrected writing assignment, write the title or topic on the appropriate vertical line at the right. Under the title or topic, record the number of errors you made in each area. Use this sheet when you proofread your next assignment, taking care to check those areas in which you make frequent mistakes.

Name \_\_\_\_\_

<b>Title of Assignment</b>								
<b>Type of Error</b>								
<b>Sentence Fragment</b>								
<b>Run-on Sentence</b>								
<b>Subject-Verb Agreement</b>								
<b>Pronoun Agreement</b>								
<b>Comparison of Adjectives and Adverbs</b>								
<b>Confusing verbs</b>								
<b>Noun plurals and possessives</b>								
<b>Capitalization</b>								
<b>Spelling</b>								
<b>End Punctuation</b>								
<b>Apostrophes</b>								
<b>Confusing words</b>								
<b>Quotation marks and italics</b>								
<b>Comma or paired commas</b>								
<b>Dead words</b>								
<b>Missing transitions</b>								

**Parent or Family Response Form for Portfolios**

My first impression of this portfolio was:

As I read the pieces in this portfolio, I was interested to learn:

After talking over some of the pieces with my child, I began to understand:

I think my child could use some help in:

As I looked through the portfolio, I had the following questions:

I would like you to know that \_\_\_\_\_ (child's name) has a special interest in:

Signature \_\_\_\_\_

## Self-Assessment: Portfolio

Directions: Use this form to evaluate your portfolio as you gather material for your collection.

The portfolio pieces that I like the best at this point are the following:

They are my favorite pieces because:

The piece that displays my best writing is:

Because:

For me, the most difficult part of the writing process is:

Because:

I would really benefit from help with:

In the future, the kinds of writing I would like to experiment with are:

Because:

Individual Conference Form

Student Name \_\_\_\_\_ Date \_\_\_\_\_

**Focus (circle one)**

**Observations**

**Next Steps**

Reading: Comprehension (Lit)

Reading: Comprehension (Info)

Reading: Fluency

Reading: Phonics

## Assessing Discussions

Student Names	Added new insight	Uptake of another's comment	Specific reference to the text being discussed	Attentive listening behaviors