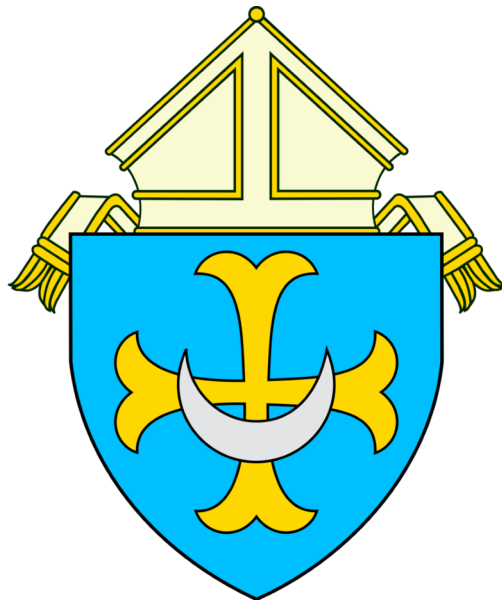# Report Card Update
2024 — 2025

Department
of
Catholic Schools

The Roman Catholic Diocese of Trenton

Information Guide
Report Card Update 2024 – 25

The report cards most recently distributed in the schools of the Diocese of Trenton have been in use since 2002. At a meeting in 2022, several principals indicated that it was time to examine the current report cards and determine if there was a need to update the report cards to provide a better and a clearer picture of a student's abilities, growth, and progress. During the last two years, a committee of principals, vice-principals, and the assistant superintendent for curriculum and instruction have conducted meetings to explore the need for a report card update.

It is important to understand that a report card, like any single assessment, can be compared to a photograph. While it does show a representation of a student's efforts at a particular point in time, it does not take into account the context and the nuance of how a student arrived at that point in time. Conferences with parents or guardians, therefore, are essential to understand a student's progress. A document such as a report card, while necessary, can never provide the crucial information that is shared during a conference.

As a part of the update discussions, the committee decided that, moving forward, there would be three report cards used in the elementary schools of the Diocese of Trenton: a kindergarten report card, a report card to be used for grades 1 to 4, and a report card for grades 5 to 8.

During the 2023-24 school year, three schools in the Diocese of Trenton piloted the updated report cards. These schools were St. Catharine in Spring Lake, St. Gregory the Great Academy in Hamilton Square, and St. Peter School in Point Pleasant. Several changes were made to the updated report card resulting in the report card that will be used this year.

An explanation of the indicators used on the report card for each grade band cards is provided in this document.

Kindergarten

The Academic Subjects

The core subject areas presented on the report cards are supported by the various standards which are considered in order to show the level of student's progress in a given marking period. It is important to understand that a student's effort and level of progress can change from one marking period to another. Additionally, it should be understood that not every standard may be a central focus during a marking period.

Religion

The standards here are derived from the 5 Tasks of Catechesis. The instructional materials in the curriculum guidelines for all grade levels are organized age-appropriately according to these five tasks.

- Faith Development fosters an age-appropriate knowledge of the principal tenets and doctrine of the Catholic Church
- Catholic Celebrations takes into account an understanding of the significant celebrations that unfold during the course of the Liturgical Year.
- Moral Foundation explores the moral development of each person and its connection to the values expressed in the Gospel and in tradition.
- Prayer looks at the importance of developing a solid prayer life and a personal connection to God the Father, the Son, and the Holy Spirit.
- Community Life reminds all that our Faith is professed, celebrated, and lived in a community.

English Language Arts

- Receptive Language: Reading
  - Phonemic Awareness covers the ability to identify and manipulate individual sounds (phonemes) in spoken words with attention to letter recognition and letter-sound recognition to create words.
  - Phonological Awareness explores the ability to recognize and to work with sounds in spoken language. It includes being able to hear distinct words, syllables, and sounds as well as being able to segment, blend, and manipulate those sounds. Phonological awareness is a foundational skill for learning how to read and write.
  - Comprehension examines the ability to hear or read a fiction or non-fiction story and recall key information about that story verbally or in writing.
  - Sight Word Identification comprises the retention, in reading and in writing, of grade-appropriate words that do not follow the established rules of phonics and must be determined on sight.
  - Vocabulary Application explores the student's ability to learn and to apply grade-level vocabulary associated with a fiction or non-fiction text.

- Receptive Language: Listening
    - <u>Recall</u> examines the student's ability to remember information being told, verbally or in writing, and apply it to the task at hand.
    - <u>Interaction with Speakers</u> explores the student's responses, verbally or in writing, with a speaker and ability to answer questions appropriately.
- Expressive Language: Writing
    - <u>Print Concepts</u> examines the student's knowledge and understanding of handwriting skills (i.e. writing left to write, proper sentence formation, capitalization and punctuation skills, neatness for legibility).
    - <u>Compositional Writing</u> explores a student's attention to writing structure, development of a writing piece, and detail in their writing (i.e., brainstorming, beginning-middle-end, vocabulary choice, voice).
- Receptive Language: Speaking
    - <u>Communication Skills</u> takes into account how well a student formulates a conscious stream of thought when presenting and responding to classroom conversations.

Mathematics

The following breakdown lists concepts covered in the kindergarten mathematics classroom.

- <u>Numbers & Operations</u> addresses counting, the base ten number system, and the operations of addition and subtraction.
- <u>Algebraic Reasoning</u> explores skip-counting, fact families, and using equations to solve addition and subtraction problems.
- <u>Computation</u> examines the student's ability to display grade level appropriate math facts successfully and efficiently.
- <u>Problem-Solving</u> measures the student's ability to apply grade level content in a real world situation presented through a word problem.
- <u>Measurement, Data, & Geometry</u> takes into account the concept of measurement units, especially for length and time. It includes showing data on simple graphs. This also addresses attributes of basic two and three-dimensional shapes, relationships between shapes, and simple geometric terms.

Science

The domains listed here, as well as those presented in the diocesan curriculum guidelines, are based on the Next Generation Science Standards. These domains are presented with age-appropriate instruction.

- <u>Scientific Inquiry</u> involves the process of problem solving and questioning both the observable and unobservable world around us.
- <u>Physical Science</u> examines the inorganic, physical world around us.
- <u>Life Science</u> looks at living organisms and life processes.

- <u>Earth & Space Science</u> explores the world around us and the worlds beyond us.

Social Studies

The report cards reflect the four strands around which the social studies standards and the forthcoming curriculum guidelines have been developed. These areas apply to all grade levels at various points as the school year unfolds. The following areas are all presented in age-appropriate ways.

- Civics, Government, & Human Rights
- Geography, People, & the Environment
- Economics, Innovation, & Technology
- History, Culture, & Perspectives

Fine Motor Skills

- <u>Demonstrates Hand/Eye Coordination</u> encompasses the performance of basic skills such as, but not limited to handling utensils, fastening objects, copying shapes and symbols, and exhibiting the ability to participate in simple play and games.
- <u>Uses Manipulatives Appropriately</u> is demonstrated by, but not limited to using objects to build, weigh, organize, move, order, turn, or arrange to fit.
- <u>Performs Basic Skills</u> takes into account age-appropriate language, math, and social skills.
- <u>Uses Scissors Properly</u> involves the development of both the muscle strength and the dexterity of the child. In addition to fine motor skills, cutting activities can also help develop bilateral coordination and visual motor integration.
- <u>Uses Writing Tools Correctly</u> includes the activities of coloring, writing, and drawing. As children learn and practice these activities, they will establish the proper grip and visual acuity.

Co-Curricular Areas

The co-curricular areas for which class time is scheduled are:

- Technology/STREAM
- Art
- Music
- World Language
- Physical Education/Health

The Ratings or Designations

Each of the core subject areas as well as the co-curricular subject areas will receive an evaluation of E, M, G, or L.

- **E** indicates **Exceeding Expectations**. This designation means that the results of the student's efforts during a given marking period go beyond the progress expected at this grade level. If this rating were to be expressed numerically, the range would fall between 95 – 100.
- **M** indicates **Meeting Expectations**. This designation means that the results of the student's efforts during a given marking period fall in an area of progress that is expected at this grade level. If this rating were to be expressed numerically, the range would fall between 85 – 94.
- **G** indicates **Growing Proficiency**. This designation means that the results of the student's efforts during a given marking period are approaching the degree of progress that expected at this grade level. If this rating were to be expressed numerically, the range would fall between 75 – 84.
- **L** indicates **Limited Proficiency**. This designation means that the results of the student's efforts during a given marking period are falling below the degree of progress that expected at this grade level. If this rating were to be expressed numerically, the range would fall between 74 and below.

With regard to ELA, there are four standards that will also receive a rating or designation. In this case, the numbers 1 to 4 will be used.

- The number **1** suggests that the student currently **Needs Support** in order to achieve the expected benchmarks at this grade level.
- The number **2** suggests that the student's work is currently **Approaching Benchmarks** expected at this grade level.
- The number **3** suggests that the student's work is currently **Meeting Benchmarks** established for a student at this grade level.
- The number **4** suggests that the student's work is currently **Surpassing Benchmarks** established for a student at this grade level.

The benchmark areas which support the standards may receive a designation symbol to show progress

- The symbol **+** indicates an area of strength.
- The symbol **^** indicates an area where growth is needed.
- The symbol **/** indicates that the benchmark has not yet been assessed.
- No indicator expresses that progress is satisfactory.

A kindergarten student may receive a report card which contains information similar to the example below:

	1	2	3
ENGLISH LANGUAGE ARTS (ELA)	M		
Receptive Language: Reading	3		
Phonemic Awareness	+		
Phonological Awareness	+		
Comprehension			

Sight Word Identification	+			
Vocabulary Application				
Receptive Language: Listening	2			
Recall	^			
Interaction with Speakers	^			
Expressive Language: Writing	4			
Print Concepts	+			
Compositional Writing	+			
Expressive Language: Speaking	3			
Communication Skills				

Individual Learning Plan Statement

The following statement appears on the report card: The grading indicators listed reflect participation in any applicable service plan. This statement simply means that when a learning plan is in place for a student, the grading indicator used for a course, or courses must be taken into account.

Personal/Social Development

In the area of personal/social development, benchmark indicators will once again be used.

- No listed indicator shows a satisfactory rating.
- The + indicates an area of strength.
- The ^ indicates that growth is needed.
- The / indicates that the area has not been assessed.

This development is rated by the homeroom teacher (TCH) for the core curriculum classes. In addition, the technology teacher (TEC), the art teacher (ART), the music teacher (MUS), the world language teacher (WDL), and the physical education/health teacher (PEH) will provide developmental information.

In the area of conduct, a student is assessed on obedience to school policies.

Attendance will be listed based on the number of days absent and the number of times a student is late for school.

Grades 1 – 4

The Academic Subjects

The core subject areas presented on the report cards are supported by the various standards which are considered in order to show the level of student's progress in a given marking period. It is important to understand that a student's effort and level of progress can change from one marking period to another. Additionally, it should be understood that not every standard may be a central focus during a marking period.

Religion

The standards here are derived from the 5 Tasks of Catechesis. The instructional materials in the curriculum guidelines for all grade levels are organized age-appropriately according to these five tasks.

- Faith Development fosters an age-appropriate knowledge of the principal tenets and doctrine of the Catholic Church.
- Catholic Celebrations takes into account an understanding of the significant celebrations that unfold during the course of the Liturgical Year.
- Moral Foundation explores the moral development of each person and its connection to the values expressed in the Gospel and in tradition.
- Prayer looks at the importance of developing a solid prayer life and a personal connection to God the Father, the Son, and the Holy Spirit.
- Community Life reminds all that the Faith is professed, celebrated, and lived in a community.

English Language Arts

- Receptive Language: Reading
  - Comprehension examines the ability to hear or read a fiction or non-fiction story and recall key information about that story verbally or in writing.
  - Phonological Awareness is the ability to recognize and work with sounds in spoken language. It includes being able to recognize distinct words, syllables, and sounds as well as being able to segment, blend, and manipulate those sounds.
  - Vocabulary Application explores the student's ability to learn and apply grade level vocabulary associated with a fiction or non-fiction text.
- Receptive Language: Listening
  - Active Listening examines the student's ability to remember information being shared verbally and to apply it to the task at hand.
  - Interaction with Speakers explores the student's responses, verbally or in writing, with a speaker and ability to answer questions appropriately.
- Expressive Language: Writing

- o Compositional Writing explores a student's attention to writing structure, development of a writing piece and detail in their writing (i.e. brainstorming, drafting, publish product, vocabulary choice, voice).
- o Routine Writing examines the student's application of writing skills in the context of daily tasks such as taking notes and completing class time assignments.
- o Mechanics includes technical areas such as punctuation and spelling that concern expressive accuracy. Mechanics can also be expanded to include organization within one's writing, such as ideas, words, sentences, and paragraphs.
- o Application of Phonics Skills involves the ability to recognize and translate sounds from spoken language into written form. It includes being able to write distinct words, syllables, and sounds as well as being able to segment, blend, and manipulate those sounds. Phonological awareness is a foundational skill for learning how to read and write.
- o Grammar Skills includes the understanding and application of the rules govern both spoken and written language.
- Receptive Language: Speaking
  - o Communication Skills takes into account how well a student formulates a conscious stream of thought when presenting and responding to classroom conversations.

Mathematics

The listed domains span the grade levels from grade 1 through grade 4.

- Numbers & Operations
  - o Grades 1 & 2 address counting, the base ten number system, and the operations of addition and subtraction.
  - o Grades 3 & 4 address four operations with whole numbers with an emphasis on multiplication and division, as well as understanding of and computation with decimals and fractions.
- Algebraic Reasoning
  - o Grades 1 & 2 address skip-counting, fact families, and using equations to solve addition and subtraction problems.
  - o Grades 3 & 4 address multiplication and division concepts, including remainders, factors and multiples, as well as numeric expressions and patterns.
- Computation
  - o Grades 1 – 4 measure the student's ability to display grade-appropriate math facts successfully and efficiently.
- Problem-Solving
  - o Grades 1 – 4 measure the student's ability to display grade-appropriate math facts successfully and efficiently.
- Measurement, Data, & Geometry
  - o Grades 1 & 2 address the concept of measurement units, especially for length and time. It includes showing data on simple graphs. This grade also

addresses attributes of basic two and three-dimensional shapes, relationships between shapes, and simple geometric terms.

- Grades 3 & 4 address the relationship among measurement units, geometric measurement concepts, and presenting and interpreting data online plots and bar graphs. It also addresses angles and perpendicular and parallel lines, classification of two-dimensional figures, line symmetry and plotting points on the coordinate plane.

Science

The domains listed here, as well as those presented in the diocesan curriculum guidelines, are based on the Next Generation Science Standards. These domains are presented with age-appropriate instruction.

- <u>Scientific Inquiry</u> involves the process of problem solving and questioning both the observable and unobservable world around us.
- <u>Physical Science</u> examines the inorganic, physical world around us.
- <u>Life Science</u> looks at living organisms and life processes.
- <u>Earth & Space Science</u> explores the world around us and the worlds beyond us.

Social Studies

The report cards reflect the four strands around which the social studies standards and the forthcoming curriculum guidelines have been developed. These areas apply to all grade levels at various points as the school year unfolds. The following areas are all presented in age-appropriate ways.

- Civics, Government, & Human Rights
- Geography, People, & the Environment
- Economics, Innovation, & Technology
- History, Culture, & Perspectives

Co-Curricular Areas

The co-curricular areas for which class time is scheduled are:

- Technology/STREAM
- Art
- Music
- World Language
- Physical Education/Health

The Ratings or Designations

Each of the core subject areas as well as the co-curricular subject areas will receive a rating or designation of E, M, G, or L.

- **E** indicates **Exceeding Expectations**. This designation means that the results of the student's efforts during a given marking period go beyond the progress expected at this grade level. If this rating were to be expressed numerically, the range would fall between 95 – 100.
- **M** indicates **Meeting Expectations**. This designation means that the results of the student's efforts during a given marking period fall in an area of progress that is expected at this grade level. If this rating were to be expressed numerically, the range would fall between 85 – 94.
- **G** indicates **Growing Proficiency**. This designation means that the results of the student's efforts during a given marking period are approaching the degree of progress that expected at this grade level. If this rating were to be expressed numerically, the range would fall between 75 – 84.
- **L** indicates **Limited Proficiency**. This designation means that the results of the student's efforts during a given marking period are falling below the degree of progress that expected at this grade level. If this rating were to be expressed numerically, the range would fall between 74 and below.

With regard to ELA, there are four standards that will also receive a rating or designation. In the case of these four, the numbers 1 to 4 will be used.

- The number **1** suggests that the student currently **Needs Support** in order to achieve the expected benchmarks at this grade level.
- The number **2** suggests that the student's work is currently **Approaching Benchmarks** expected at this grade level.
- The number **3** suggests that the student's work is currently **Meeting Benchmarks** established for a student at this grade level.
- The number **4** suggests that the student's work is currently **Surpassing Benchmarks** established for a student at this grade level.

The benchmark areas which support the standards may receive a designation symbol to show progress

- The symbol **+** indicates an area of strength.
- The symbol **^** indicates an area where growth is needed.
- The symbol **/** indicates that the benchmark has not yet been assessed.
- No indicator expresses that progress is satisfactory.

With regard to the ELA benchmarks, please note the following:

A student may receive a report card similar to the example below:

	1	2	3
ENGLISH LANGUAGE ARTS (ELA)	M		
Receptive Language: Reading	3		
Comprehension			
Phonological Awareness	+		

Vocabulary			
Receptive Language: Listening	2		
Active Listening	^		
Interaction with Speakers	^		
Expressive Language: Writing	4		
Compositional Writing	+		
Routine Writing	+		
Mechanics	+		
Application of Phonics Skills	+		
Grammar Skills	+		
Expressive Language: Speaking	3		
Communication Skills			

Individual Learning Plan Statement

The following statement appears on the report card: The grading indicators listed reflect participation in any applicable service plan. This statement simply means that when a learning plan is in place for a student, the grading indicator used for a course, or courses must be taken into account.

Personal/Social Development

In the area personal/social development, benchmark indicators will once again be used.

- No listed indicator shows a satisfactory rating.
- The + indicates an area of strength.
- The ^ indicates that growth is needed.
- The / indicates that the area has not been assessed.

This development is rated by the homeroom teacher (TCH) for the core curriculum classes. In addition, the technology teacher (TEC), the art teacher (ART), the music teacher (MUS), the world language teacher (WDL), and the physical education/health teacher (PEH) will provide developmental information.

In the area of conduct, a student is assessed on obedience to school policies.

Attendance will be listed based on the number of days absent and the number of times a student is late for school.

Grades 5 – 8

The Academic Subjects

The core subject areas presented on the report cards are supported by the various standards which are considered in order to show the level of student's progress in a given marking period. It is important to understand that a student's effort and level of progress can change from one marking period to another. Additionally, it should be understood that not every standard may be a central focus during a marking period.

Religion

The standards here are derived from the 5 Tasks of Catechesis. The instructional materials in the curriculum guidelines for all grade levels are organized according to these five tasks.

- <u>Faith Development</u> fosters an age-appropriate knowledge of the principal tenets and doctrine of the Catholic Church.
- <u>Catholic Celebrations</u> takes into account an understanding of the significant celebrations that unfold during the course of the Liturgical Year.
- <u>Moral Foundation</u> explores the moral development of each person and its connection to the values expressed in the Gospel and in tradition.
- <u>Prayer</u> looks at the importance of developing a solid prayer life and a personal connection to God the Father, the Son, and the Holy Spirit.
- <u>Community Life</u> reminds all that the Faith is professed, celebrated, and lived in a community.

English Language Arts

- <u>Receptive Language: Reading</u> addresses the student's ability to understand, recall, and respond to grade-appropriate text. It includes both fiction and non-fiction selections and monitors an accurate and appropriate response.
- <u>Receptive Language: Listening</u> measures the ability to verbally communicate information and then generate a grade level appropriate response.
- <u>Expressive Language: Writing</u> examines the student's written responses to specific writing prompts. It explores various writings such as poetry, narrative, informational, research, and thesis development, as well as taking writing mechanics, voice, and word choice into account.
- <u>Receptive Language: Speaking</u> comprises a student's ability to articulate and develop oral responses through assignments such as class projects and presentations.

Mathematics

The breakdown of the listed standards are those that span the grade levels from grade 5 through grade 8.

- <u>Numbers & Operations</u> involves operations with whole numbers, fractions, decimals, and positive and negative rational numbers, as well as exponents.
- <u>Algebraic Reasoning</u> encompasses multiplication and division concepts, including remainders, factors and multiples, as well as numeric expressions, and patterns. It also takes into account ratios and proportional relationships, expressions, equations and inequalities, and functions.
- <u>Computation</u> measures the student's ability to display grade-appropriate math facts successfully and efficiently.
- <u>Patterns & Functions</u> involve the ability to create, recognize, and extend patterns is essential for making generalizations, seeing relationships, and understanding the order and logic of mathematics. Functions evolve from the investigation of patterns.
- <u>Probability & Statistics</u> deal with predicting the likelihood of future events (probability) and the analysis of the frequency of past events (statistics).
- <u>Problem-Solving</u> examines the student's ability to apply grade-level content and demonstrate reasoning in a real-world situation presented through a word problem.
- <u>Measurement & Geometry</u> addresses the relationship among measurement units, geometric measurement concepts, and presenting and interpreting data online plots and bar graphs. It also addresses angles, perpendicular and parallel lines, classification of two-dimensional figures, line symmetry, plotting points, angle relationships, congruence, similarity, and transformations.

Science

The domains listed here, as well as those presented in the diocesan curriculum guidelines, are based on the Next Generation Science Standards.

- Scientific Inquiry involves the process of problem solving and questioning both the observable and unobservable world around us.
- Physical Science examines the inorganic, physical world around us.
- Life Science looks at living organisms and life processes.
- Earth & Space Science explores the world around us and the worlds beyond us.

Social Studies

The report cards reflect the four strands around which the social studies standards and the forthcoming curriculum guidelines have been developed.

- Civics, Government, & Human Rights
- Geography, People, & the Environment
- Economics, Innovation, & Technology
- History, Culture, & Perspectives

Co-Curricular Areas

The co-curricular areas for which class time is scheduled are:

- Technology/STREAM
- Art
- Music
- World Language
- Physical Education/Health

The Ratings or Designations

The following table represents the letter grade equivalent to its numerical span.

GRADING INDICATORS		
97 – 100 = A+	85 – 88 = B	73 – 76 = D+
93 – 96 = A	81 – 84 = C+	70 – 72 = D
89 – 92 = B+	77 – 80 = C	Below 70 = U

Comments for the benchmarks of each of the core subject areas will be indicated with a number from 1 to 36 with one of the following:

- The symbol **+** indicates an area of strength.
- The symbol **^** indicates an area where growth is needed.
- No symbol indicates that the area has not been assessed.

Comment/Indicator Descriptors

- Comments/Indicators 1 through 5 apply to Religion.
- Comments/Indicators 6 through 9 apply to English Language Arts.
- Comments/Indicators 10 through 16 apply to Mathematics.
- Comments/Indicators 17 through 20 apply to Science.
- Comments/Indicators 21 through 24 apply to Social Studies.
- Comments/Indicators 25 through 36 apply to social/personal development.

For a core subject, a student may receive a report card similar to the example below:

SUBJECT	TEACHER	TRIMESTER 1	
Religion	Miss Jones	B+	01^ 02+ 03 04 05

Each of the co-curricular subject areas will receive a rating or designation of E, M, G, or L.

CO-CURRICULAR GRADING INDICATORS	
E – Exceeding Expectations	G – Growing Proficiency
M – Meeting Expectations	L – Limited Proficiency

- **E** indicates **Exceeding Expectations**. This designation means that the results of the student's efforts during a given marking period go beyond the progress expected at this grade level. If this rating were to be expressed numerically, the range would fall between 95 – 100.
- **M** indicates **Meeting Expectations**. This designation means that the results of the student's efforts during a given marking period fall in an area of progress that is expected at this grade level. If this rating were to be expressed numerically, the range would fall between 85 – 94.
- **G** indicates **Growing Proficiency**. This designation means that the results of the student's efforts during a given marking period are approaching the degree of progress that expected at this grade level. If this rating were to be expressed numerically, the range would fall between 75 – 84.
- **L** indicates **Limited Proficiency**. This designation means that the results of the student's efforts during a given marking period are falling below the degree of progress that expected at this grade level. If this rating were to be expressed numerically, the range would fall between 74 and below.

For a co-curricular subject, a student may receive a report card similar to the example below:

SUBJECT	TEACHER		TRIMESTER 1
Music	Miss Smith	M	25+ 29+ 31^ 32^

Individual Learning Plan Statement

The following statement appears on the report card: The grading indicators listed reflect participation in any applicable service plan. This statement simply means that when a learning plan is in place for a student, the grading indicator used for a course, or courses must be taken into account.

Attendance will be listed based on the number of days absent and the number of times a student is late for school.