

Jericho Middle School

Student Report Card

The purpose of the Middle School Report Card is to provide parents with information about each student by documenting his/her academic, social and emotional growth and progress. The report card is consistent with the Middle School curriculum and aligns with the New York State Standards. This report card, based on your child's performance, includes specific descriptions which provide an accurate assessment of your child's knowledge, and skills, for his/her grade level.

The middle school has had a building level committee of teachers to upgrade the report card for the past four years. Our current report card reflects the New York State Learning Standards and current research on instructional practice. The report card provides thorough feedback to parents and we will continue to solicit input from parents and faculty throughout the school year to improve the format and content of our report card.

It is possible that a child's grades will change in each content area according to the levels of achievement which a child demonstrates during a specific reporting period. It is important to remember that in each curricular area, content requirements will change and/or increase in level of difficulty as the school year progresses.

New York State Academic Learning Standards

In each marking period, student grades will be determined by comparing and evaluating their progress in relation to specific standards or levels of achievement. Your child's teacher will provide an explanation of the grading system to the students. Our youngsters are aware of and comfortable with grading standards and rubrics. An explanation of all grading standards or rubrics is provided to children according to grade and curricular areas at the beginning of each school year. At Back-to-School Night, teachers present an overview of the report card as it relates to their specific content area.

Jericho Middle School Standards Based Scoring Scale and Grade Descriptors

- A** **Mastery:** Student makes inferences and/or applications that go beyond the simple and complex content that were explicitly taught.
- B** **Proficiency:** Student demonstrates no major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught.
- C** **Initial Proficiency:** Student demonstrates no major errors or omissions regarding the simpler details and processes BUT major errors or omissions regarding the more complex ideas and processes.
- P** **Passing:** With help, student demonstrates a partial knowledge of some of the simpler and complex details and processes.
- ND** **Not Demonstrated:** Even with help, student demonstrates no understanding or skills.

“+” Approaching next level of performance

Adapted from Classroom and Assessment and Grading that Work. Robert Marzano. 2006.

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Social and Emotional Literacy Competencies

Jericho Middle School is committed to developing the social emotional literacy of students. The report card includes feedback on the S.E.L. competencies that the school has adopted, the “LEADER” strategies and the monthly themes.

Social and Emotional Development Programs, in class and beyond, provide students with the necessary skills that will allow them to participate as contributing citizens in our society and to appreciate and understand the diversity of its people and cultures. Additionally, SEL skills and strategies help students to develop their thinking about how to approach conflict, identify emotions, and solve problems. This brings the process of conflict resolution to a level that is relevant and meaningful to middle school students. SEL comments also include feedback on enrichment, extra credit, homework, class participation, and retakes.

Report card includes:

- STA/Guidance Contact Information
- Chronological Schedule
- Period-by-Period Attendance
- Cumulative Attendance
- NYS Academic Learning Standards
- Social/Emotional Literacy Competencies
- Diagnostic/Prescriptive Comments

The members of the Report Card Committee encourage your active participation in making the report card a useful tool for communication and growth. We thank you in advance for your help, cooperation and support.

Members of the Report Card Committee:

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Melissa Bocklet
Maureen Clemente
Cathy Collins
Casey Gallagher
Jill Grossman
Doug Kahn
Elaine Margarita
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Ronald Verderber
Joseph Wiener
Donald F. Gately
Barbara Bauer – Chairperson (as of 2008-2009)