

FAQ's ABOUT REPORT CARDS

The primary goal of the middle school report card is to enhance communication and provide parents with a broader understanding of their child's social, emotional and intellectual growth. Jericho Middle School's report card is unique in that it is a ***standards based report card***. New York State defines the standards for each curriculum area (you can read the standards for each of your child's classes at www.nysed.gov). They are detailed and comprehensive. Each middle school department has developed comprehensive rubrics for each subject area that describe what performance looks like at each level (*mastery, proficiency, initial proficiency, progress demonstrated and not demonstrated*).

The middle school has developed a comprehensive Social and Emotional Literacy (SEL) program to provide on-going assistance to help students successfully negotiate early adolescence. The SEL Standards for middle school are described in the *Four Domains of Social Emotional Literacy (LINK)*.

The report card grades and comments give you feedback on your child's performance as measured against these standards.

The following FAQ's are an attempt to answer questions that parents frequently ask about the report card at the middle school.

What information is included on the report card?

For every class your child takes in the middle school, the report card includes a grade, as well as the attendance for that class, and a comment on academic progress and social emotional development. At the bottom of the report card is a "legend" that explains what the grades mean (this is very important). Classes are listed in chronological order according to your child's schedule. The name of the student team, advisor, guidance counselor, and contact information for the school is also included on the report card.

What's the purpose of the comments?

We have developed a menu of comments to offer feedback to students and parents about children's academic and social /emotional development. The comments refer to behaviors that students should demonstrate in order to perform at a high level, with a descriptor based on the teacher's observation of the behavior. The descriptors available are:

- Consistently apparent
- Frequently apparent
- Sometimes apparent
- Needs improvement
- Not apparent

These descriptors were adopted from the language used in the elementary school report cards.

The comments seem generic?

While it is true that the comments are chosen by the teacher from a long list of possible comments, teachers attempt to match the comment to the student with as much exactitude as possible. If you have a question, or would like to discuss a particular comment further, you are encouraged to contact the teacher.

Why don't you just use number grades . . . like they do in the high school? This way, if my child gets an 87%, I know exactly where he stands.

Do you? Which 13% of the skills and applications didn't he demonstrate? Or, who are the 13% of students who performs better than him/her? The grades assigned to middle school students along with the description of the grade are research-based and are intended to give parents an accurate view of how their child performs against the New York State Standards.

But, my child received a percentage grade in Earth Science.

Earth Science, Algebra and World Languages are courses in which students earn high school credit and, therefore, are assigned percentages as grades.

Why don't you just get rid of "A," "B," "C," etc. and just use mastery, proficiency, initial proficiency, etc.?

We're considering this. For now, we feel that using letter grades helps parents relate better to our reporting system because it's likely how **they** were graded in school. In other words, it's what you're used to.

So, how much do homework, tests, quizzes, and class participation count in the grade?

The fact is, everything counts! Every behavior and product your child gives the teacher provides data to inform the feedback that appears on the report card. If your child does not do homework, then he/she missed opportunities to demonstrate performance against the standard. Students who do not do assignments likely receive lower grades than they would if all assignments were completed.