

O U R L A D Y O F M O U N T C A R M E L S C H O O L
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2010-2011

TRIMESTER CALENDAR

The school year will be divided into three trimesters as follows:

	Progress Reports	Ending Date	Report Cards
Trimester I	October 29	December 3	December 14
Trimester II	January 28	March 11	March 22
Trimester III	April 20	June 10 (K) June 10 (1-8)	June 10 (K) June 17 (1-8)

REPORT CARDS

The Office of Catholic Education, in consultation with teachers and administrators, designed new report cards in the fall of 2002 for use in grades one through eight.

Grades 1-3

Academic Subjects	Graded with <i>O, VG, G, S, I, U</i>
Special Subjects	Ungraded
Personal and Social Growth	Graded with <i>4, 3, 2, 1</i>
Effort and Study Skills	Graded with <i>4, 3, 2, 1</i>

Grades 4-8

Academic Subjects	Graded from <i>100</i> to <i>70, F</i>
Special Subjects	Graded with <i>4, 3, 2, 1</i>
Personal and Social Growth	Graded with <i>4, 3, 2, 1</i>
Effort and Study Skills	Graded with <i>4, 3, 2, 1</i>

ACADEMIC HONORS

Academic Honors will be awarded to students in seventh and eighth grade at the end of each trimester marking period.

The following criteria will determine a student's eligibility for honors.

A student will have earned
a grade of at least 90* in each academic
subject, at least a 3 in each special
subject, and at least a 3 in Personal
and Social Skills, and Effort and
Study Skills.

*Teachers will use an adjusted grade, reflecting the difficulty of the course work that has been completed, to determine the eligibility for academic honors of the students who participate in our Honors Math Program.

RUBRICS

To determine grades in special subjects, teachers will use a rubric developed by the Curriculum Committee of the Office of Catholic Education of the Archdiocese of Philadelphia. These rubrics will be provided to you directly by the teachers in the special subject areas.

To determine grades in Personal and Social Skills, and Effort and Study Skills, teachers will use a rubric developed by the Document Revision Committee of the Office of Catholic Education of the Archdiocese of Philadelphia and the Student Handbook of Our Lady of Mount Carmel School.

The rubrics for Personal and Social Growth, and Effort and Study Skills are attached.

O U R L A D Y O F M O U N T C A R M E L S C H O O L
Rubric for Effort and Study Skills
Grades 1-8

Teachers will use the following descriptors to judge a student's progress in each of these individual areas. He/she will then earn a grade of 4, 3, 2, or 1 in the general category of Effort and Study Skills.

Marking Code for grades 1-3: 4 *Exceeding*, 3 *Achieving*, 2 *Growing*, 1 *Emerging*.

Marking Code for grades 4-8: 4 *Exceeding*, 3 *Developing Appropriately*, 2 *Needs Improvement*, 1 *Unsatisfactory*.

Criteria: Attends to Task

4 -- Consistently focuses on task, consistently perseveres with task when faced with problems, consistently uses time effectively to complete tasks.

3 -- Frequently focuses on task, frequently perseveres with task when faced with problems, frequently uses time effectively to complete tasks.

2 -- Sometimes focuses on task, sometimes perseveres with task when faced with problems, sometimes uses time effectively to complete tasks.

1 -- Rarely focuses on task, rarely perseveres with task with faced when problems, rarely uses time effectively to complete tasks.

Criteria: Demonstrates organizational skills

4 -- Notebook, folder and personal supplies are consistently organized and complete; agenda is consistently used to record homework, assignments, and important dates.

3 -- Notebook, folder and personal supplies are frequently organized and complete; agenda is frequently used to record homework, assignments, and important dates.

2 -- Notebook, folder and personal supplies are sometimes organized and complete; agenda is sometimes used to record homework, assignments, and important dates.

1 -- Notebook, folder and personal supplies are rarely organized and complete; agenda is rarely used to record homework, assignments, and important dates.

Criteria: Participates in class

4 -- Consistently participates; knows what needs to be done and does it.

3 -- Frequently participates; begins to work when assignment is given.

2 -- Sometimes participates; starts work when reminded.

1 -- Rarely participates; has difficulty starting to work.

Criteria: Works cooperatively

4 -- Consistently listens to, shares with, and supports others.

3 -- Frequently listens to, shares with, and supports others.

2 -- Sometimes listens to, shares with, or supports others.

1 -- Rarely listens to, shares with, or supports others.

Criteria: Works independently

4 -- Consistently remains on task, consistently works quietly and efficiently.

3 -- Frequently remains on task, frequently works quietly and efficiently.

2 -- Sometimes remains on task, sometimes works quietly, sometimes distracts others.

1 -- Rarely remains on task, rarely works quietly, and distracts others.

Criteria (grades 4-8): Employs critical thinking strategies

4 -- Consistently fulfills assigned responsibilities with skill and independence.

3 -- Frequently fulfills assigned responsibilities with skill and independence.

2 -- Sometimes fulfills assigned responsibilities with skill and independence.

1 -- Rarely fulfills assigned responsibilities with skill and independence.

O U R L A D Y O F M O U N T C A R M E L S C H O O L
Rubric for Personal and Social Growth
Grades 1-8

Teachers will use the following descriptors to judge a student's progress in each of these individual areas. He/she will then earn a grade of 4, 3, 2, or 1 in the general category of Personal and Social Growth.

Marking Code for grades 1-3: 4 *Exceeding*, 3 *Achieving*, 2 *Growing*, 1 *Emerging*.

Marking Code for grades 4-8: 4 *Exceeding*, 3 *Developing Appropriately*, 2 *Needs Improvement*, 1 *Unsatisfactory*.

Criteria: Cooperative

4 -- Consistently considers the requirements of the classroom and school.

3 -- Frequently considers the requirements of the classroom and school.

2 -- Sometimes considers the requirements of the classroom and school.

1 -- Rarely considers the requirements of the classroom and school.

Criteria: Respectful

4 -- Consistently listens to, shares with, or supports others.

3 -- Frequently listens to, shares with, or supports others.

2 -- Sometimes listens to, shares with, or supports others.

1 -- Rarely listens to, shares with, or supports others.

Criteria: Responsible

4 -- Consistently fulfills assigned responsibilities.

3 -- Frequently fulfills assigned responsibilities.

2 -- Sometimes fulfills assigned responsibilities.

1 -- Rarely fulfills assigned responsibilities.

Criteria: Self-controlled

4 -- Consistently chooses the appropriate behavior for the classroom and school.

3 -- Frequently chooses the appropriate behavior for the classroom and school.

2 -- Sometimes chooses the appropriate behavior for the classroom and school.

1 -- Rarely chooses the appropriate behavior for the classroom and school.