



# The Cardinal Flyer

NOVEMBER 24, 2009

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## BJ's Corner

Dear Families,  
Last year I found this wonderful thought and I wish to share it with you again. Enjoy and have a restful four days.

### Let us remember each other and how we speak to each other in this season of thanksgiving.

"Today I said, 'Clean your room right now.'  
I failed to say, 'Thanks for doing a neat job.'  
Today I said, 'You're late. Hurry up!'  
I failed to say, 'I enjoy having you around.'  
Today I said, 'How in the world did you tear your jeans?'  
I failed to say, 'You're more important than things to me.'  
Today I said, 'Look at this mess!'  
I failed to say, 'I like the way you share with friends.'  
Today I said, 'Don't talk so loud.'  
I failed to say, 'Your ideas are important to me.'  
Today I said, 'Don't forget to empty the trash.'  
I failed to say, 'You accept responsibility well.'  
Today I said, 'I wish you'd stop that silly giggling.'  
I failed to say, 'I'm glad you're so happy today.'  
Today I said, 'Have you finished your homework?'  
I failed to say, 'I'm glad you do your best.'  
Today I said, 'I'm too busy.'  
I failed to say, 'Let's do something together.'  
Today I said, 'I need some peace and quiet.'  
I failed to say, 'I'm glad you're my child.'  
Today I said, 'Don't ever do that again.'  
I failed to say, 'I love you.'"  
-J. A. Blevins, "Words," Living With Children

Today, may the "I failed to say" be few and the prayers be plentiful!

Happy Thanksgiving to you and your families.

B.J.

## Cookie Dough Update

Thank you for your support with the cookie sales. We sold \$31,548.00 worth of cookie dough and will see a profit of approximately \$16,000.00. Additionally, the prize resulting from selling 6 boxes is to shadow me for one day. This will bring 70 students into my office during the next 5 months. Wow! I thank you all for the great support.

B.J.

## Calendar Update

*November 25<sup>th</sup> – Early  
Dismissal 12:30*

*November 26<sup>th</sup> & 27<sup>th</sup> No  
School Thanksgiving  
Break*

## Principal For The Day

My name is Jenna Ramirez. Today I experienced being a principal for one day. I thought that this experience was really enjoyable to me. Here are some of the things I did today. The first thing I did was give an announcement and here it is, "Teachers, please excuse the interruption. This is Principal Jenna. I just want to thank Mrs. Kappus and the National Junior Honor Society for bringing in the yummy treats this morning. We really appreciate it. Everyone have a great day." When I did that, I was shaking because I didn't know if I was going to mess up. I also helped Principal B.J. pass out the Young Catholic Awards in mass. I thought that was really cool too. Another thing I did was help decorate the tree that is in the hallway. I put the lights on with Martin and then I decorated it with all kinds of cardinals. I thought that was really fun to do with Principal B.J. Later I helped Principal B.J. with the presents for the teachers. I put all the tags on them and put them in the bags. I thought that the most challenging thing I did today was put together the Christmas tree and decorate it. Everything I did today was enjoyable. Now I know how much fun it is to be the principal of St. Charles.  
Jenna Marie Ramirez



## It's Christmas Time!

Support N.J.H.S. by ordering candy canes for that very special person. Orders will be taken from November 30<sup>th</sup> through December 4<sup>th</sup>. (No exceptions). The candy canes will be delivered on December 10<sup>th</sup> with a beautiful tag. **(See the email blast sent today to print out the tags. Your child also received a color copy to take home with them today.)**

## The Christmas Musical is Coming Soon!

### WHAT TO WEAR:

**K- 2nd grade:** needs to wear plain Kelly green shirts (school recycle shirt acceptable/jog-a-thon shirt acceptable if turned inside out), tan pants, and a red bandana (may be purchased at Hobby Lobby or Michael's). Tennis shoes may be worn. NO SLEEVELESS SHIRTS.

**3<sup>RD</sup> – 5<sup>TH</sup> grade:** needs to wear plain Kelly green shirts (school recycle shirt acceptable/jog-a-thon acceptable if turned inside out), tan pants. Tennis shoes may be worn. NO SLEEVELESS SHIRTS.

**Middle School:** needs to wear plain black shirts (with sleeves and round neckline) and black pants. Tennis shoes may be worn. NO SLEEVELESS SHIRTS/NO TIGHT FITTING CLOTHES.

## From The Finance Office

Remember, your \$300.00 subsidy fee is due in December if it was not paid by your parish, or if you chose to pay it yourself.

St. Charles  
Borromeo Catholic  
School

1801 Hazeldine SE

505-243-5788

Fax: 505-764-8842

[www.stcharlesabq.org](http://www.stcharlesabq.org)

## **Only two more times to buy Scrip before Christmas.**

Order your Scrip cards. We order on Tuesdays (12/1 and 12/8). This is a great way to help the school, and it is convenient for shopping and giving gifts. Check the website for more information. Order forms are available at the website and in the office. (See yesterday's email blast).

## **Archdiocese of Santa Fe 2009 Abuse Awareness Training for Adults**

In order to volunteer at St. Charles, you are required to take this workshop. Pre-registration is necessary. You may contact Annette in the Coordinator's Office at 831-8144.

## **School News**

As a school we are advertising in the Journal, New Mexico Kids, and all the Citadel radio stations. I am encouraging newcomers to visit our school daily in November. If you know anyone who is interested, please encourage a visit.

## **Koats for Kids**

In partnership with KOAT News we are collecting coats until mid-December. Check your closets for gently used coats and sweaters. Please do not send hats/gloves.

## **May I Suggest?**

The kids to wear anything at the end of every other month.

B.J.- Sorry, I cannot do this because we have several other programs under way.

## **Nurse's Niche**

### Fun Facts for Thanksgiving

Thanksgiving is such a great time to spend with family and friends. I thought this year that maybe it would be a better idea to stay lighthearted with some fun facts pertinent to the upcoming holiday. I found these on various internet sites...enjoy!

1. It takes the body approximately 12 hours to completely digest eaten food.
2. According to German researchers, the risk of heart attack is higher on Monday than any other day of the week. (Looks like you **might** be safe!)
3. An average person uses the bathroom 6 times per day (not teachers).
4. Jaw muscles can provide about 200 pounds of force to bring the back teeth together for chewing.
5. Laughing lowers levels of stress hormones and strengthens the immune system. Six-year-olds laugh an average of 300 times a day. Adults only laugh 15 to 100 times a day.
6. Women burn fat more slowly than men, by a rate of about 50 calories a day.
7. The average American consumes 13.1 pounds of turkey each year.

8. About 45 million turkeys will be eaten this Thanksgiving.
9. Lack of proper hand washing is the number one way of spreading germs.
10. Storing food in the refrigerator soon after consumption will prevent contamination and sickness.

Nurse Nicole

### Yearbooks Available Now

The 2010 yearbook is on sale now for the lowest price of the year. Don't miss the opportunity to get the official story of the entire school year. If you order today you can get this \$40.00 yearbook for the sale price of \$35.00! Reserve your copy online today at [www.jostensyearbooks.com](http://www.jostensyearbooks.com). Don't delay. **You only have until January 24, 2010 to get your book at this price. ONLINE ORDERS ONLY!!**

### Sports News

#### Girl's Basketball

	<b>Home</b>	<b>Away</b>	
Nov. 24th	St. Mary's Abq.	St. Charles	C-Team 4:00 B-Team 5:00 A-Team 6:00
Nov. 30 <sup>th</sup>	St. Charles St. Charles St. Charles	Annunciation St. Mary's Belen St. Mary's Belen	C -Team 4:00 B -Team 5:00 A - Team 6:00
Dec. 1 <sup>st</sup>	Holy Ghost	St. Charles	C-Team 4:00 A-Team 5:00

### A Message from St. Charles School Advisory Council

Dear Parents and Friends,

As you recall from last time, we discovered that there are three A-words that play a central role in education: Accreditation, assessment, and accountability. All three concepts in education are related but separate concepts having to do with measuring children's educative experiences in schools. Today, we will focus on the concept of assessment in education.

Like in many other fields, the education of young learners is both a system and a process that is aimed toward attaining particular goals. As a whole, the Archdiocese of Santa Fe has identified standards and learning outcomes expected for every child in Kindergarten through Eighth Grade in all schools in the Archdiocese. These are in a sense the objectives that teachers design their curriculum around to assure that students are succeeding at the expected level. These standards are also the basis by which children's learning, development and performance is measured through assessment. But what is assessment?

The word "assessment" comes from the Latin *assidere*, which means, "to sit beside or with." I like to think of classroom assessment as this notion of teachers sitting with their students to really gain a sense of understanding of their student's individual

accomplishments, understandings and needs. However, this is only one facet of most assessment systems necessary for today's schools. Here at St. Charles, a variety of assessments procedures are conducted each day to help gauge each student's progress and to derive important information necessary for teachers to make important instructional and curricular decisions.

If you click on the "data driven instruction" link on the school's home page, you will find a description of two of the many types of "standardized" forms of assessment procedures that are performed here at St. Charles throughout each school year. These are considered "formal" types of assessments that are necessary for learning about how students are doing in general and relative to group norms. Formal and standardized assessment results usually receive all the attention in the newspapers but are often times least useful for teachers to apply to their teaching.

However, if you look into any classroom here at St. Charles, you will see teachers asking questions, recording information, monitoring children's engagement in the classroom activities, and appraising children's performances in the form of behaviors and products. These are all examples of "informal" types of assessments that are crucial for teachers to be informed about how children are developing in their classrooms. Simply put, great teachers spend lots and lots of time "kid watching" as part of their teaching. We are fortunate here at St. Charles that there are "many expert pairs" of eyes closely monitoring our children here, not only for assuring excellence in their learning and development, but also for their safety and care. Which leads to the question, why do we assess children?

Some experts in the field believe that sound assessment practices are crucial to the teaching and learning process in schools because: 1) Classroom assessments define for students the outcomes we value, 2) Classroom assessments provide the basis of information for student, parent, teacher, principal, and community decision-making, 3) They motivate students to better assess their own learning and take ownership of their behaviors in schools, 4) They are the most appropriate means for teachers to provide critical feedback to learners in the classroom which, in turn, becomes the basis of supporting children's understanding and motivation in the classroom, 5) They provide at least part of the basis for teacher and principal evaluation, and, 6) They allow teachers to fulfill many roles and goals in the classroom.

Some of these roles teachers take on through their authentic forms of assessment include: 1) The teacher as *mentor*; where the goal is to provide feedback and support to each student, 2) The teacher as *guide*; where the goal is to gather diagnostic information to lead the class through the work that makes up the curriculum, 3) The teacher as *accountant*; where the goal is to maintain records of student progress and achievement, 4) The teacher as *reporter*; where the goal is to communicate with parents, students, and school administrators about student progress and achievement, and finally, 5) The teacher as *program director*; where the goal is to make adjustments and revisions to instructional practices.

As you can see there is much going on behind the scenes in terms of assessment practices that teachers are continuously engaged in at St. Charles each day in order to assure that our children are safe, supported and successful in all that they do each day in school. When we meet with our child's teacher for conferences, we become part of the assessment system that helps maintain the quality of our school. Communication is always the key to success, and in the case of classroom assessment, it is the means by which children, parents, teachers, and administrators stay informed about children's needs and aimed toward the educative and spiritual goals set for our great school.

Please, please, please remember to buy script! Please share your ideas about how we

can improve on selling more script in our community. Feel free to mail your ideas to “dr.davidatencio@gmail.com”

Respectfully,  
David Atencio

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## 9 Principles of Good Practice for Assessing Student Learning

### 1. **The assessment of student learning begins with educational values.**

**Assessment** is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only *what* we choose to assess but also *how* we do so. Where questions about educational mission and values are skipped over, **assessment** threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

### 2. **Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.**

Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. **Assessment** should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

### 3. **Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.**

**Assessment** is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, **assessment** as a process pushes a campus toward clarity about where to aim and what standards to apply; **assessment** also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for **assessment** that is focused and useful.

### 4. **Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.**

Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. **Assessment** can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

### 5. **Assessment works best when it is ongoing not episodic.**

**Assessment** is a process whose power is cumulative. Though isolated, "one-shot" **assessment** can be better than none, improvement is best fostered when **assessment** entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit

of continuous improvement. Along the way, the **assessment** process itself should be evaluated and refined in light of emerging insights.

**6. Assessment fosters wider improvement when representatives from across the educational community are involved.** Student learning is a campus-wide responsibility, and **assessment** is a way of enacting that responsibility. Thus, while **assessment** efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. **Assessment** may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, **assessment** is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

**7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.** **Assessment** recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies **assessment** approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of **assessment** is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

**8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.** **Assessment** alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

**9. Through assessment, educators meet responsibilities to students and to the public.** There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement. (Adapted from the Assessment Forum of the American Association for Higher Education)

