

Understanding Your Child's Report Card - Grades 7-12

Purpose of the Report Card

The purpose of a report card is to provide a student's parent(s) or guardian(s) with a summary of how well a student understands what is being taught, and their level of academic achievement and social development. Report cards should be used in addition to other forms of communication between the home and school such as the Student-Parent Portal, parent-teacher meetings, newsletters, websites, ongoing assessment through students feedback/communication, e-mails...

Report cards for grades 7 – 12 have four parts:

- Attendance - Reports the number of days the student has absent from school. Teachers monitor student attendance daily using PowerSchool and include the information in report cards.
- Learner Profile - Reports on the social development and work habits using codes that show how often they are displayed over the reporting period. The codes are assigned based on the grade level expectations for social development and work habits:
 - C – Consistently
 - U – Usually
 - S – Sometimes
 - R – Rarely
 - N/A – Not applicable
- Course comments – A short summary of what the student has learned, which includes:
 - Strengths (areas of the curriculum where your child is having success);
 - Learning needs (areas of the curriculum where your child is still developing);and
 - Suggestions to support further learning.

Please note that for each grade teachers are given an allotted number of characters for each course that includes spaces. Teachers are given the following;

400 character's for the following courses in grades 7-9 for both Immersion and English program

Science	Core French	Physical Education
Social Studies	Immersion ELA	Art
Healthy Living	Technology Education	

800 Character's for the following courses in grades 7-9 for both Immersion and English program

ELA/FLA
Math

- Grades - Grades represent academic achievement only. Although social development and work habits impact student achievement, they are reported in the Learner Profile.

Grades are based on the evidence of student learning and understanding the curriculum concepts and skills taught in the classroom. Evidence is collected over time in a variety of ways, including work products, conversations and observations, etc.

Reporting codes are used to describe how well a student understands the material covered and how well they can apply concepts and skills in relation to the learning outcomes for each subject:

Beginning this year teachers in Grades 7-12 will use the same grades and descriptors.

90-100% - Demonstrates *excellent* understanding and application of concepts and skills in relation to the learning outcomes.

80-89% - Demonstrates *very good* understanding and application of concepts and skills in relation to the learning outcomes.

70-79% - Demonstrates *good* understanding and application of concepts and skills in relation to the learning outcomes.

60-69% - Demonstrates *satisfactory* understanding and application of concepts and skills in relation to the learning outcomes.

50-59% - Demonstrates *limited* understanding and application of concepts and skills in relation to the learning outcomes.

Below 50% - Has not met minimum requirements of the course

INS - Insufficient evidence to determine a grade

IP - In progress until all components of the course are completed.

NA- Not applicable at this time. (Used only for reporting in strands in Mathematics grades 7 & 8)

For grades 7-8, in English Language Arts, French Language Arts and Mathematics students will continue to receive a grade for each major area of the curriculum.

- In English Language Arts the major areas for evaluation are: Speaking and Listening, Reading and Viewing, and Writing and other Ways of Representing. In French Language Arts the major areas for evaluation are: Speaking and Listening, Reading and Viewing, Writing and Other Ways of Representing, and Appreciation of the French Language and Cultural Diversity.
- In Mathematics, the major areas for evaluation are: Number (Number sense and Operation sense), Patterns and Relations, Measurement, Geometry, and Data Management and Probability.

Teachers' communication plans and year plan/course outline will give you information on course outcomes, and assessment and evaluation processes that the teacher uses.

**Department of Education: Achievement Levels- Primary -12
ADJH School Wide Evaluation System**

Level 4	In-depth knowledge and understanding of content and concepts. Able to extend the application of related skills to a variety of contexts.
Level 3	Competent knowledge and understanding of content and concepts. Appropriate application of the related skills.
Level 2	Developing knowledge and understanding of content and concepts. Developing in the application of the related skills.
Level 1	Limited knowledge and understanding of content and concepts. Limited application of related skills.

**Astral Drive Junior High - School Evaluation Rubric
(Student Version) of the 1-4 Achievement Levels**



Letter Grade	Description of student on expected learning outcomes and program expectations
(4)	In-depth knowledge and understanding of content and concepts. Able to extend the application of related skills to a variety of contexts.
	<ul style="list-style-type: none"> • I have in-depth knowledge and understanding of the topic. • I can think critically and problem-solve to apply what I've learned to new situations. • I can do it well and on my own.
(3)	Competent knowledge and understanding of content and concepts. Appropriate application of the related skills.
	<ul style="list-style-type: none"> • I get it. • I have good understanding. • I can do everything that was taught. • I know everything that was taught.
(2)	Developing knowledge and understanding of content and concepts. Developing in the application of the related skills.
	<ul style="list-style-type: none"> • I understand some of it. • I am almost there. • I can do it with support.
(1)	Limited knowledge and understanding of content and concepts. Limited application of related skills.
	<ul style="list-style-type: none"> • I don't get it.

This rubric was created with student involvement to ensure students understand each component of the achievement level. We continue to work with student and provide samples using this rubric to refine it so students know what quality looks like, develop clear expectations/criteria

and continue to involve students in the process of self/peer – assessing. The outcome is that students are then able to recognize quality and give both themselves and others feedback.

All Teachers at ADJH are using achievement levels as described in the new DOE provincial rubric with achievement levels 1-4, scores of 3 and 4 denote levels of student achievement that is meeting the outcomes and scores of 1 and 2 denote levels of student achievement that do not yet meet the outcomes. PLEASE NOTE: a 2 on student assessments is not equal to a 50% in any way, as a 1 is not 25% or a 3 is not equal to 75%. Please see pg. 13 to read what a 1-4 looks like.

Our 1-4 at ADJH is based on the quality of work and level of understanding the student demonstrates. A 4 demonstrates that the student is able to communicate their understanding to new and novel situations – showing application and analysis for example.

In PowerTeacher Gradebook, letter grades can be determined by examining the **summary outcome scores** and the ADJH school wide evaluation rubric. Please note, with all grades 7-9; teachers collect ongoing and various forms of evidence of student learning other than what is posted in grade book. Examples included but not limited to practice questions, brainstorming, observations, conversations/conferencing, group work, peer/self-assessment etc... Teachers will consider all evidence of students demonstrating what they know and are able to do along with recorded marks from PowerSchool to determine a final grade of achievement for each student.

All Grades 7-9 will use the ADJH school wide evaluation rubric; the calculation of a percentage grade using the summary of rubric scores.

Convert all summary rubric scores to points and use total points/total possible points to convert to a percentage. (**Note:** individual rubric scores should never be converted to points or percentages on individual assessment events. For classroom assessment the purpose of rubric scores, which are linked to specific descriptors relevant to the curriculum being addressed, is to feed student learning forward. For reporting purposes at the end of a period of learning, summary rubric scores are used more generally to give a summative evaluation of overall student achievement.)

Ex: If 10 outcomes were addressed during a reporting period and all were equal weight, then the total possible points would be 40 (10 outcomes multiplied by a possible summary rubric score of 4 = 40). If the total of the actual summary rubric scores is 36, then $36/40 = 90\%$. Use Excel and professional judgment to calculate the final %

From all staff at ADJH we truly hope this information is helpful. We are in the revision phase and currently asking for student feedback and we would like to extend this to our parents/guardians. We welcome feedback and any questions you may have so we can communicate effectively about student learning and most importantly develop independent, lifelong learners that know their strengths and challenges as a learner.

[ADJH Evaluation Rubric](#)

Teachers at ADJH will provide students with multiple opportunities to demonstrate what they know and are able to do using a variety of assessment strategies. The following is used to report on student learning.

As a team at ADJH we have started to define what this means for teaching and student learning. Our first draft can be seen below. We have been sharing this with our students for their input and feedback; we would also like to hear from you. We will update as we go.

Astral Drive Junior High - School Evaluation Rubric



Letter Grade	Description of student on expected learning outcomes and program expectations	
(4)	In-depth knowledge and understanding of content and concepts. Able to extend the application of related skills to a variety of contexts.	
In-depth knowledge and understanding of content and concepts. Able to extend the application of related skills to a variety of contexts.	Demonstrates understanding of content / concept by: <ul style="list-style-type: none"> • Problem-solving • Thinking critically • Synthesizing • Analyzing/Evaluating • Making complex inferences 	<ul style="list-style-type: none"> • Farmer grows 97kg of apples. He sells them to a local grocer who divides them into 5 and 7kg bags... • Whose point of view do we hear? Who is missing? • Asking a math question that requires students to combine multiple skills. • Of all the ways to stay safe on the internet, which do you think is the most important? • Of all the causes of WWI, which do you think was the most important? • What does the author seem to believe about life / technology / love / etc.? • How does the main character change over the course of the story? What causes this change?
	<ul style="list-style-type: none"> • Able to demonstrate a skill effectively and independently. 	<ul style="list-style-type: none"> • Able to multiply fractions mentally over time. • Uses lab instruments effectively and accurately. • Magic of Three for speaking and listening skills.
	<ul style="list-style-type: none"> • You can apply what you've learned to new and novel situations. 	<ul style="list-style-type: none"> • What would happen if mitosis did not exist? • What organelle could be called the police officer of the cell (and why)?
(3)	Competent knowledge and understanding of content and concepts. Appropriate application of the related skills.	
Met Outcomes	<ul style="list-style-type: none"> • Demonstrates achievement of curriculum outcomes • Demonstrates good understanding and knowledge • Comprehends what is taught (explicitly) • Explanations are clear, with supporting evidence • Demonstrates good understanding of the concept and can apply it to practice • Can carry out the mechanics of the skill • Yep, they can do it ☺ 	
(2)	Developing knowledge and understanding of content and concepts. Developing in the application of the related skills.	
Progressing Towards	<ul style="list-style-type: none"> • Partial understanding with help/guidance of simple task • Can grasp the simple concepts but needs help to go beyond basics (such as: more complex processes/ideas) 	

	<ul style="list-style-type: none"> • Explanations are vague • Demonstrates understanding with the aid of prompts • Developing knowledge and understanding • Approaching outcome • Quality is below expectations
(1)	Limited knowledge and understanding of content and concepts. Limited application of related skills.
Meeting Few Outcomes; Insufficient Evidence or Incomplete	<ul style="list-style-type: none"> • Experiences difficulty with simple and complex ideas/concepts • No evidence of strategy or procedure • Incomplete work/unable to assess • Insufficient evidence • Does not demonstrate understanding • Support is required

Astral Drive Junior High was accredited by the Department of Education as meeting our school improvement goals on December 6, 2011. We have identified assessment as next steps for the school focus. With the new software for grade book and focus on 21st century understandings, assessment for learning and grading connections are key strategies for both improved student achievement and meeting the needs of all students. We have started the conversation around assessment and best practices, student involvement and connections to grading. Our school based professional development will continue this conversation with a focus on developing consistency around the DOE “Levels of Achievement”, 1-4 rubrics, letter grades and percentages. This will assist our staff to make connections to the work we are doing leading to quality student feedback and students as partners in their learning - Where our students demonstrate their understanding of key curricular concepts to new and novel situations. We have identified several component of effective assessment practices strategies as both professional development targeted and strategies supported by research that are proven practices, to lead to higher levels of student achievement and develop deep, powerful learners.

ADJH School Goal for Improved Student Achievement

Please see our full Continuous School Improvement Plan (CSI plan) for Math and Literacy goals along with rational and next steps on our school website <http://astraldrivejunior.ednet.ns.ca/>

To Goal 3: To positively impact student learning through use of effective assessment practices.
<p>Strategies to achieve the goal:</p> <ol style="list-style-type: none"> 1. Develop a common understanding and school wide use of the 1-4 rubric using the DOE Achievement Levels - Primary -12. Teachers will collect and find samples to use with students to show what level 4 quality achievement looks like, aid in self- assessment and descriptive feedback 2. Teachers will involve students in the assessment process. 3. Teachers will develop and use both formative and summative assessment to improve student achievement and guide teacher practice. 4. The school will develop a communication plan to inform parents of effective assessment practices. 5. The school will have a systematic and tiered model of intervention (literacy/math support blocks, school referral process and program planning team: action steps clearly defined).