

## Understanding Report Cards

Our first term report cards will be going home on November 27<sup>th</sup>. We hope that this information will help you to understand some of the details included in the report.



### *What are Assessment, Evaluation and Reporting?*



**Assessment:** The process of gathering information from a variety of sources that accurately reflects how well a student is achieving the expectations in the competency areas (learn, critical thinking, create and innovate, collaborate, and contribute), in self regulation, and in the subject areas.

**Evaluation:** The process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality.

**Reporting:** The process of communicating student learning. The report card represents a summary of a teacher's professional judgement about student achievement and gives students descriptive feedback in comments, indicating what they have learned and need to learn, as well as providing guidance to help students set personal goals to improve their learning.



#### *Changes in Assessment*

How has Assessment and Evaluation changed over time?

Many view "assessment" as the process of gathering information that accurately reflects how well a student is achieving the expectations of a particular subject or course. Assessment is not only used to judge student work, it is used to help students learn. Good assessment takes into account learning styles, strengths and needs and reflects a student's achievement against a set of criteria (not against other students) and takes place over time. In the past, most of the attention was paid to marks/grades on student work. Today, teachers focus more on the ongoing feedback that is provided to students so that they clearly understand what they need to do to improve their work. A grade is assigned at report card time and is a summary of demonstrated learning. (from Ottawa-Carleton District School Board [Parent Guide to Assessment, Evaluation and Reporting](#))

***Assessment has three roles:***

For learning: providing students with feedback about their work

As learning: helping students to set learning goals and monitor their own progress

Of learning: evaluation and reporting of progress in the form of grades or marks

Report cards now include both student goal setting and reflection (assessment as learning) to help students become independent, self directed and self aware learners, as well as teacher assessment and goal setting to determine what students have learned and to identify next steps in learning.

***Report Card Sections and Explanations***

**Self regulation**

The self regulation section identifies attributes needed for students to plan and achieve goals. Learners are described as self regulating when they are engaged, thinking, proactive, responsive, and reflective. These attributes are evaluated by teachers according to frequency of observation, and may include self regulation demonstrated in classrooms, the gym, playground, hallways, or other common areas.

## Competency Areas

The competency areas refer to the students' ability to think critically, create, collaborate and learn. In the competency areas, as well as the subject areas, students are assessed along a developmental continuum from K-12.

## Subject Areas

### Letter Grade Definitions

A Excellent or Outstanding Performance in relation to learning outcomes.

B Very Good Performance in relation to learning outcomes.

C+ Good Performance in relation to learning outcomes.

C Satisfactory Performance in relation to learning outcomes.

C- Minimally Acceptable Performance in relation to learning outcomes.

I No demonstration of minimally acceptable performance in relation to learning outcomes in this reporting period.

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*Letter grades are awarded to intermediate students in the subject areas. Science and Social Studies are reported in 2 of the 3 terms, and the other subject areas are reported on in all three terms. Teachers and students gather evidence of their learning over time, from observations, conversations, and student products. Teachers will then use the language listed above to determine grades.*

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