

## **Grades 1-9 Report Cards: Guide for Parents/Guardians**

Communication between the home and school is a critical aspect in supporting student achievement. In addition to the assessment folder information, student led conferences (parent-student-teacher) will occur twice a year. Through the Parent Portal parents have access to students' gradebook 24/7.

### **Features of the Assessment Folder**

The assessment folder will be sent home three times this school year. It should be returned to the school following the first and second reporting terms. The assessment folder contains the following information:

#### **Summary Report Card**

The intent is to give parents/guardians a quick look at the student's strengths and areas that require more support. Achievement is reported in relation to the achievement of the outcome.

#### **Academic Achievement, Social Skills, and Work Habits Scales**

The front cover of the assessment folder is the MABEI scale we use when assessing student achievement in academics, social skills, and work habits.

#### **Subject Outcomes**

The summary report card will list student achievement for each subject area's outcomes, but it does not describe the outcomes. Parents will look on the assessment folder to find the descriptions of the outcomes in order to gain a deeper understanding of what the students are expected to know, understand, and be able to do in each subject by the end of that grade level.

### **Documents Found in Some Assessment Folders**

#### **1. Inclusion and Intervention Plans (IIP)**

An Inclusion and Intervention Plan (IIP) is a written document developed and implemented by a collaborative team. A IIP is developed if your child has been identified as requiring intensive supports. The collaborative team includes parents, student, school based, division based and outside support team members. Inclusion and Intervention plans provide student outcomes and indicators that support individual educational priorities for the school year.

#### **2. Classroom Intervention Plan and/or Behavioral Intervention Plan**

Classroom/Behaviour Intervention Plans (CIP/BIP) are individual or small group (2 to 4 students) plans developed in consultation with classroom teachers, support staff, parents and students. They are short-term (4 to 6 week) intervention plans that target grade level academic/social skills students lack. These skills are impeding the child's ability to meet

grade level outcomes. The plan outlines the specific targeted goal (the skill the student lacks), the intervention and delivery plans, timelines and assessment data. At the beginning of each intervention, a baseline skill level is established that indicates where the child is currently functioning. Teachers carefully monitor the student's progress throughout the 4 – 6 week period. At the end of the intervention, assessments are completed to determine whether the intervention has been successful.

### **3. Adaptation List**

In order to successfully meet curricular outcomes, students sometimes require adaptations that are student specific. Adaptations are intended to support student learning so everyone has the opportunity to be successful at school. Adaptations are recommended by the classroom teacher and/or other professionals. They are supported by assessments that verify a student does “require” the adaptation. Collaboration with the student and parent takes place prior to the implementation of an adaptation.

### **4. Locally Developed Options Report**

Core French and band are two examples of locally-developed options. Students will receive a grade for the outcomes of these subjects on the summary report card, but the descriptions for the outcomes are not on the assessment folders. Teachers will put additional information to assist parents in understanding the outcomes for these subjects in the assessment folder.

### **5. Practical Applied Arts Report**

Practical Applied Arts (PAA) is a core subject for grades 7-9; however, the Ministry of Education has not renewed the curriculum to be outcomes-based. Because of this, students will receive only a grade for the subject as a whole. Teachers will place information about what was studied in PAA into the assessment folder.

## **Documents Found in All Assessment Folders**

### **1. Goal Setting Sheet**

Students should play an active role in their learning. Setting goals will help them reflect upon their strengths and areas that require more support. The goal setting sheet will be a valuable tool in student-led conferences.

### **2. Parent/Guardian Signature**

The assessment folder will be sent home at each reporting period. Parents/Guardians should sign and return the folder after examining the contents for reporting terms one and two.