

Information Regarding Intermediate Report Cards

December 7, 2016

Dear Grade 4 parents/guardians,

The following information is intended to help you better interpret and/or understand your child's report card. Teachers and administration often get questions relating to how comments are chosen for the report card, how grades are assigned and why they may not always correspond to checkmarks pertaining to that particular subject. Our hope is that the following information will present a clear picture of the report card and prevent any misunderstandings.

Opening Comments

Opening comments will describe the child's current academic strengths and areas for growth, written at the teacher's discretion.

Intermediate report cards must contain comments related to French Language Arts, English Language Arts, and Mathematics every term. Teachers must outline comments pertaining to listening, speaking, writing, and reading for both French Language Arts and English Language Arts every term. The listening and speaking comments are often combined.

Comments pertaining to Sciences, Social Studies, Physical and Health Education, and Arts Education need only be commented on once per year however, they will be assigned a letter grade every term. There will be a summative report at the end of the year for Career Education and Applied Design, Skills, and Technologies. Students will also complete a self-assessment based on the Core Competencies at the end of the school year.

Goals and Support Plan

There is a separate section further along in the document where the teacher describes the student's goals and supports that are or will be in place to help the student work towards achieving their learning goals.

Work Habits and Social Responsibility

Checkmarks are assigned to statements regarding work habits and social responsibility. Teachers have the autonomy to write these statements based on their programs and learning expectations.

Example:

<i>Evaluation criteria based on the learning expectations for your child's grade level.</i> "N" Not yet meeting expectations, "A" Approaching / Minimally meeting expectations, "M" Meeting expectations, "FM" Fully Meets expectations and "E" Exceeds expectations.		N	A	M	FM	E
WORK HABITS	Letter Grade: N/A					
	Uses class time effectively for learning					
	Keeps learning materials organized (workspace, binder, and desk)					
	Sets goals and works towards achieving them					

SOCIAL RESPONSIBILITY	Letter Grade: N/A					
Follows classroom routines and expectations independently						
Collaborates positively with classmates during learning activities						
Contributes positively to the French learning environment by speaking in the target language						

PLO-Based Statements

VSB teachers are given a template outlining the proper format to be used for report cards. From there, teachers have the autonomy to write statements based on PLOs (Prescribed Learning Outcomes) related to the provincial curriculum, their programs, and guidelines offered by the Ministry of Education for each subject.

Example:

<i>Evaluation criteria based on the learning expectations for your child's grade level.</i> "N" Not yet meeting expectations, "A" Approaching / Minimally meeting expectations, "M" Meeting expectations, "FM" Fully Meets expectations and "E" Exceeds expectations.		N	A	M	FM	E
SCIENCE	Letter Grade:					
Demonstrates knowledge and understanding of concepts relating to matter						
Clearly communicates scientific ideas and understanding in a variety ways						
Applies scientific processes and skills while conducting experiments						

Checkmarks

A checkmark is then given for each PLO-based statement according to the student's achievement of that particular understanding or skill. Checkmarks given **do not always** reflect the letter grade received that term as the PLOs only reflect a portion of the learning that was completed for a particular subject. For example: while a student may have fully met learning expectations on two Math quizzes, their classroom work with problem solving, basic fact games and manipulatives may have only met expectations, for which there may not be a PLO-based statement written on the report card.

The PLO-based statements are intended to inform parents of the content and skills from the provincial curriculum that were the focus in that subject during the term. They are not a reflection of all subject matter taught during the term. **Weighting:** It should also be noted that teachers may put more weight on particular work or a particular project during a term. Work completed in class will often influence a term mark more than work that was completed at home (i.e. Tests, in-class assignments and/or projects, etc.)

Example of report card checkmarks:

<i>Evaluation criteria based on the learning expectations for your child's grade level.</i> "N" Not yet meeting expectations, "A" Approaching / Minimally meeting expectations, "M" Meeting expectations, "FM" Fully Meets expectations and "E" Exceeds expectations.		N	A	M	FM	E
SCIENCE	Letter Grade: C					
Demonstrates knowledge and understanding of concepts relating to matter					✓	
Clearly communicates scientific ideas and understanding in a variety ways				✓		
Applies scientific processes and skills while conducting experiments			✓			

Letter Grades

The Ministry grade scale contains only A, B, C+, C, C-, I and F.

*Please familiarize yourself with the following scale, paying close attention to the language used to describe each letter grade (i.e. a C+ is the grade that represents a student that is meeting the expectations of the Ministry).

A	Exceeding / Excellent	E	86-100%
B	Fully Meeting / Very good	FM	73-85%
C+	Meets / Good / High Average	M	67-72%
C	Acceptable / Satisfactory / Average	M	60-66%
C-	Approaching / Minimally Meeting / Low average	A	50-59%
I	Not yet meeting / In progress	N	< 50%

(I's are used when a student has not submitted enough work to be evaluated for a certain subject. A plan is outlined (included with the report card) to help the student complete work and ultimately receive a proper letter grade that will appear on the following report card). An "I" can also be assigned if a child is "not yet meeting" but whom is working towards the goal of meeting.

F	Not meeting / Fail	F	0-49%
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(Fs only appear on the final report card for either term 3 or the final grade if a student has not submitted sufficient, satisfactory work to have the mark changed or did not comply with the plan outlined with the previous report card to have the I changed to a regular letter grade)

- * Students with IEPs (Individual Education Plan for Ministry designated students) or who are ELL (English Language Learners) may receive an asterisk on their report cards if they are not working at grade level.

Example of Letter Grades:

Subject	Term One		Term Two		Term Three		Final
	Letter Grade	Work Habits & Effort	Letter Grade	Work Habits & Effort	Letter Grade	Work Habits & Effort	
French Language Arts	B	S					
English Language Arts	B	G					
Mathematics	C	G					
Science	B	G					
Social Studies	C-	S					
Arts Education	C+	S					
Physical and Health Education	B	G					

MINISTRY APPROVED LETTER GRADES

- A** Excellent or outstanding performance
- B** Very good performance
- C+** Good performance
- C** Satisfactory performance
- C-** Minimally acceptable performance
- I** In Progress or Incomplete. Not demonstrating minimally acceptable performance.
- F** Failed or Failing. Has not demonstrated or is not demonstrating, minimally acceptable performance.
- SG** Standing Granted. Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant the granting of standing. *For final reports only
- NM** No mark is assigned this term. This subject area was not explored this term.
- *** If an asterisk has been assigned, please refer to *Structured Written Report*

WORK HABITS & EFFORT

- G** Good
- S** Satisfactory
- N** Needs Improvement

Marks for Effort

It is important to understand that a student may receive a high effort mark with a low grade (i.e. C- and G). The student may be struggling to understand a certain subject matter, however demonstrated good effort in getting work completed, trying all questions, answering in his/her own words, completing work in class, asking for help, etc. Conversely, a student may receive a very good grade with a poor effort mark (ie. B and N). This would result when a student may have a poor attitude towards work, does not make good use of in-class work periods, does not participate actively in learning activities, etc.

Final marks

When assigning final marks, it is important to understand that letter grades assigned in Term 2 and in Term 3 will typically have a greater influence on the final grade assigned on the final report card. There are sometimes percentages assigned to those letter grades that will also help determine the final grade.

Additional resources:

A formal list of current policies and practices:

https://www.bced.gov.bc.ca/classroom_assessment/09_report_student_prog.pdf

<http://www.bced.gov.bc.ca/irp/welcome.php>

We thank you for taking the time to read this important document!

* Please keep this letter for future reference this year.

* Please complete and sign the slip below and return it to school by Monday, December 12.

* Should you have any questions, please do not hesitate to contact your classroom teacher.

Sincerely,

Grade 4 Lord Tennyson Teachers

Written by Tennyson's Report Card Committee (2015), Revised by Amanda Kulokas (2016)

Yes, I have read and reviewed this important information letter about Intermediate Report Cards.

Date: _____

Student Name: _____ **Division:** _____

Parent Name: _____ **Parent Signature:** _____