

Leslie Thomas Junior High
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Plan for Communicating Student Learning
2011-2012

Introduction

The purpose of Leslie Thomas Junior High School's **Plan for Communicating Student Learning** is to inform students, parents and guardians of the assessment and evaluation practices used at our school and the methods used to communicate student progress.

Teachers are guided by the Department of Education's Public School Program (PSP). Curriculum guides present the framework for planning each course in the form of outcomes. Outcomes are statements that list what a student is expected to know and be able to do and understand as a result of learning experiences. Working within these guidelines, teachers use their professional judgment to deliver the curriculum and to assess and evaluate student learning.

Assessment methods

The teachers at Leslie Thomas use a wide variety of assessment methods in order to gather information about their students'

learning. Assessment strategies include, but are not limited to the following: labs, presentations, journals, essays, portfolios, self assessments, models, debates, projects, tests, quizzes, performances, drama, checklists, multimedia, questionnaires, checklists, writer's workshop, observation, interviews, and literature circle activities.

Teachers' communication with parents and guardians

Teachers will communicate in a variety of ways, some of which could include: teacher or school websites, telephone calls, notes home, email, report cards and parent-teacher conferences.

School Report Card

All HRSB schools will be reporting on three terms this year. At the end of each term, report cards are distributed to students to bring home to parents or guardians.

This provincial report card includes general information about the student (name, grade, class), the outcome achieved by the student, teacher comments that reflect the outcome, and a key to understanding the report. Letter codes (A, B, C, D) are used for grade 7s and 8s and percentage grades are used for grade 9s. The letter or percentage grade indicates the degree to which a student has demonstrated the expected learning outcomes.

Guide for Grade 7 and 8 letter marks

A The student demonstrates achievement of the expected learning outcomes addressed during the current reporting period.

B The student demonstrates achievement of most of the expected learning outcomes addressed during the current reporting period.

C The student demonstrates achievement of some of the expected learning outcomes addressed during the current reporting period.

D The student demonstrates achievement of few of the expected learning outcomes addressed during the current reporting period.

Guide for Grade 9 percentage marks

90- 100 Excellent or outstanding performance
Superior level of achievement

80- 89 Very good performance

70- 79 Good performance

60- 69 Satisfactory performance

50- 59 Minimally acceptable performance

Below 50 Student has not met minimum requirements

Parent/guardian concerns about their child's progress

While every effort is made to communicate clearly, there will be occasions when students, parents or guardians have concerns they wish to discuss. LTJH has established the following procedure:

1. Students and parents/guardians should first contact the teacher regarding their concern.
2. The teacher will respond to this communication in a timely manner.
3. If students or parents/guardians wish to discuss the issue further (and after discussion with the teacher), they may contact the principal or vice principal.

School year calendar

The following dates relate to our efforts to inform parents of the learning outcomes, assessment and evaluation methods, and student achievement:

- **September 15, 2011** - Curriculum Night 6:30 to 8:00pm
- **November 8, 2011** - Parent Teacher conference 6:00-8:00pm
- **November 9, 2011** - Dismissal at 11:30am for Parent Teacher conferences 1:00-3:00pm
- **November 28, 2011** - Assessment and Evaluation day, no classes
- **December 5, 2011** - Term 2 begins
- **December 8, 2011** - Term 1 report cards sent home with students
- **February 27 to March 1, 2012** - Grade 9 Junior High Literacy Assessments (Department of Education)
- **March 30, 2012** - Assessment and evaluation day, no classes
- **April 2, 2012** - Term 3 begins

- **April 12, 2012** - Term 2 report cards sent home with students
- **April 26, 2012** - Dismissal at 11:30am for Parent Teacher conferences 1:00-3:00pm and from 6:00-8:00pm
- **June 5-6, 2012** - Grade 8 Mathematics Assessment
- **June 28, 2012** - Assessment and Evaluation Day, no classes
- **June 29, 2012** - Last day of school

Students with special needs

The staff at Leslie Thomas Junior High recognizes that students have unique learning styles and a variety of strengths and needs. In program planning, the needs and strengths of students are identified. When a student has been identified as having special needs, a referral is made to the Program Planning Team. That team meets to determine the most suitable program for the student.

Parents are consulted and written permission is required for any formal individual assessment. Parents are informed of the test results. The test results, along with other information, will be used in making adaptations to the student's program or developing an Individual Program Plan (IPP) for the student.

The progress of the students in meeting the learning outcomes specified in the program plan will be reported to parents/guardians through the methods used to communicate student progress as outlined.

Glossary

Assessment - the systematic process of gathering information about student learning including, but not limited to the following: formal and informal

observations, anecdotal records, portfolios, etc.

Expected Learning Outcomes - statements describing the knowledge, skills and attitudes students are expected to demonstrate at certain stages in their school career.

Evaluation - the process of analyzing, reflecting upon, and summarizing assessment information and making judgments or decisions based upon the information gathered.

General Curriculum Outcome - statements identifying what students are expected to know and be able to do upon the completion of study in each specific subject area.

Individual Program Plan (IPP) - requires extra planning with changes to the Public School Program's outcomes and/or the addition of individualized outcomes. It may include, but is not limited to:

- Deletion of curriculum outcomes
- General curriculum outcomes at significantly different specific outcomes levels
- Addition of new outcomes; may include behavioral or social outcomes.

Key Stage Learning Outcomes - statements identifying what students are expected to know and be able to do by the end of Grades 3, 6, 9 and 12 as the result of cumulative learning experiences in specific subject areas.

Program Adaptations - extra provisions or support provided to a student where no changes have been made to the Public Schools Program outcomes.