

What will the new report card look like?

The report card will have a new title called a **Learner Profile**. The academic component will consist of subject areas. It will have focus areas listed under these subjects. For example under Grade 7 Science, one of the focus areas is Heat & Temperature. **Numerous specific curriculum outcomes** will make up each focus area.

There will be a section on **Characteristics of Successful Learners**. The characteristics that contribute to a student's success in school include students being an active participant in their learning, having effective personal management skills, and demonstrating social responsibility and citizenship. These characteristics are not used in determining grades and instead are reported on separately.



How will the grades be communicated?

Achievement indicators will be defined on the report card and will describe how well the student has learned a particular outcome. This eliminates the need for percent as these indicators more accurately describe your child's progress.

Achievement Indicators:

Demonstrates...

Excellent achievement
Proficient achievement
Satisfactory achievement
Limited achievement

Good assessment is...**coaching**.

Good assessment is...

based on a variety of tasks.

Good assessment is...**about learning.**

Good assessment is...**fair.**

Good assessment is...**ongoing.**

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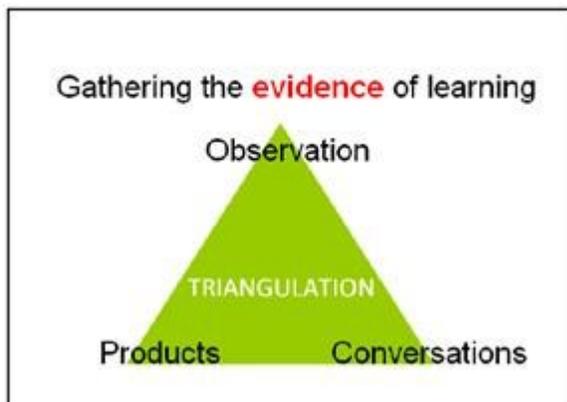
NEW Learner Profile

Reporting Student Progress

Effectively
communicating
student
learning in
GHSD

Did you know

Golden Hills has been using a new reporting system in elementary since 2012 and is in the process of developing and piloting a new report card, that will be used in grades 7 through 9 in September 2015. Many people think assessment is all about tests and report cards. When teachers talk about assessment today, they are talking about a **collection of evidence** to show what a student knows and can do. Report cards are one way schools can help parents and students understand how the child is achieving in specific subject areas. These documents provide a snapshot of student achievement at one point in time. Report cards, only tell part of the story about a student's learning. To complete the picture, you need to **have conversations with your child and your child's teacher.**



Keeping parents in the loop

Changes in Assessment Practices	How This Helps Students
Providing multiple opportunities to demonstrate learning rather than one-shot tests.	Students focus on their learning and are evaluated on what they know and can do.
Using a variety of descriptive feedback and allowing students to check for learning during a unit of study rather than only giving marks as feedback at the end of a unit.	Teachers and students know how the learning is progressing, so they can make changes and focus on areas in need of improvement.
Collecting best evidence of learning rather than counting everything for marks.	Students can practice and learn without risk.
Sharing overall intent, learning goals and scoring criteria with students rather than keeping assessment a secret.	Students are more likely to hit a target that is well defined, clearly communicated and illustrated with examples.

Shifts in grading

The purpose of grading

The primary purpose of grades is to **communicate** student achievement to the students, parents, school administrators and post secondary institutions. A secondary purpose of grading is to provide teachers with information for **instructional planning**. It can help teachers determine what they need to reteach or teach next.

Why is the report card changing?

The report card is changing for the following reasons: **Assessment for learning** has changed our traditional practices and these changes in assessment practices need to be reflected in how we report progress. **We need our report card to be aligned with these changes.** This new reporting practice is **more accurate** and **reflective** of your child's achievement of the learning outcome and will help **better communicate** your child's progress and **inform next steps in learning.**