



Leslie Thomas Junior High
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Plan for Communicating Student Learning 2021-2022

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 and Early Childhood Developments 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/readers 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 HRCE 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 6s and percentage grades are used for grade 7s and 8s. The letter or percentage grade indicates the degree to which a student has demonstrated the expected learning outcomes.

Report card descriptors for grades 6

A. The student demonstrates achievement with **thorough** understanding and application of concepts and skills in relation to the expected learning outcomes.
B. The student demonstrates achievement with **good** understanding and application of

concepts and skills in relation to the expected learning outcomes.

C. The student demonstrates achievement with **basic** understanding and application of concepts and skills in relation to the expected learning outcomes.

D. The student demonstrates achievement with **limited** understanding and application of concepts and skills in relation to the expected learning outcomes. The student has not met expectations.

N/A. Not applicable at this time.

INS. Insufficient evidence to report on achievement of the expected learning outcomes.

Report card descriptors for grades 7 & 8

90 to 100% Demonstrates **excellent** understanding and application of concepts and skills in relation to the learning outcomes.

80 to 89% Demonstrates **very good** understanding and application of concepts and skills in relation to the learning outcomes.

70 to 79% Demonstrates **good** understanding and application of concepts and skills in relation to the learning outcomes.

60 to 69% Demonstrates **satisfactory** understanding and application of concepts and skills in relation to the learning outcomes.

50 to 59% Demonstrates **minimal** understanding and application of concepts and skills in relation to the learning outcomes.

Below 50% Has **not met** minimum requirements of the course.

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 16, 2021**- Curriculum Event
- **November 19, 2021** - First term ends. Assessment and Evaluation day, no classes.
- **November 22, 2021** - Term 2 begins.
- **November 24, 2021** - Report Cards sent home.
- **November 25, 2021** Morning PD for staff and afternoon Parent-Teacher Conferences 1:00 to 3:00pm. No classes for students today.
- **November 30, 2021** - Parent Teacher 6-8pm.
- **March 23, 2023**- Assessment and Evaluation Day, no classes. End of second term.

- **March 24, 2022**- Term 3 begins
- **April 6, 2022** Report Cards sent home.
- **April 7, 2022** Morning PD for staff and afternoon Parent-Teacher Conferences 1:00 to 3:00pm. No classes for students today. Parent Teacher 6-8pm.
- **June 29, 2022** - Assessment and Evaluation Day, no classes.
- **June 30, 2022** - 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 with the assistance of their parent/guardian who are an integral part of the process. 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.