



**Sackville Heights Junior High School**  
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Home of the Falcons

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## **School Plan for Communicating Student Learning 2017-2018**

This document describes how we will assess and evaluate your child's learning at school and the various ways we will communicate your child's progress with you.

### **Overview**

**Assessment** is the systematic process of gathering information about what students know and can do. **Evaluation** is the process of analyzing, summarizing, and making decisions based on the information collected. The decisions teachers make in evaluating students learning relate to where each child is on the continuum of learning, and also where the child needs to go next in his/her learning. We use a variety of methods in assessing student learning so that we gain a more accurate picture of what students know and are able to do. We refer to this as **balanced assessment**. Because children not only learn in different ways (referred to as learning styles) but also demonstrate their learning in different ways, teachers use a range of methods, realizing that any one method suits some students more than others. The following are types of assessment methods that **may** be used to gather information on student learning:

- **Work Samples** - collected and dated daily assignments.
- **Models** - two or three dimensional representation or construction.
- **Journals** - informal writing shared among students and teachers.
- **Peer and Self-Evaluation** - students assessing their own and each other's work using clear guidelines.
- **Observation/Anecdotal Records/Checklists** - specific methods that support continuous gathering of information on student learning.
- **Rubrics** - identifies and describes the criteria used to assess student performance.
- **Questioning** - the use of question and answer in various settings to determine what a child knows.
- **Conferencing** - discussions between students and teacher regarding student accomplishments.

- **Portfolios** - a collection of student/teacher selected work that portrays a student's efforts, progress, and achievement over a period of time.
- **Goal Setting** - discussion between students and teachers and parents/guardians to establish goals the child will work towards over a specified period of time.
- **Reading Records** - teachers gather information from students about specific difficulties in these areas and to assess needs.
- **Reflections** - students reflect orally or in written form on their learning
- **Quizzes** - throughout each term so that teachers can find out if students are learning the material covered in classes.
- **Tests** - these are usually a formal way of finding out if a student has learned the material covered in a unit of study.
- **Presentations** - these can be oral, (e.g. speech, poetry reading, etc.), electronic (PowerPoint, Prezi, MovieMaker, Collages, etc.) or creative (poster, model, demonstration, etc.).
- **Online Tutorials** - online programs that allow students to practice learned skills e.g. The Khan Math Academy

### How Assessments are Used

Teachers will use a variety of the above methods of assessment according to the educational needs of the students in their class. While no one teacher would necessarily use all of the above with a student, every teacher is committed to a balanced and fair approach to assessing student learning. Once teachers have gathered all this information, it must be analyzed and summarized in order to evaluate student learning. Evaluation involves weighing and balancing all available information and using a high level of professional judgment in making decisions based upon that information. It is important for teachers to share this information with students and parents/guardians so that the learning support your child receives is collaboration between home and school.

## How Assessments are Marked

All assessments at SHJH are connected to the learning outcomes for that subject/course. Assessments are marked using achievement levels developed by the Department of Education and Early Childhood Learning. Achievement levels are used to describe the level of achievement with an outcome/or outcomes. Achievement levels focus on the depth of knowledge and understanding, and the extent of the application of the outcome.

<b>Level 4</b>	<b>In-depth knowledge and understanding of content and concepts. Able to extend the application of related skills.</b>
<b>Level 3+</b>	<b>Competent +</b>
<b>Level 3</b>	<b>Competent knowledge and understanding of content and concepts. Appropriate application of the related skills.</b>
<b>Level 2+</b>	<b>Developing +</b>
<b>Level 2</b>	<b>Developing knowledge and understanding of content and concepts. Developing in the application of the related skills.</b>
<b>Level 1+</b>	<b>Limited +</b>
<b>Level 1</b>	<b>Limited knowledge and understanding of content and concepts. Limited application of related skills.</b>

Students who are consistently scoring 3 or 4 are doing very well; those scoring 1 or 2 should take advantage of extra-help opportunities.

## How We Communicate Student Learning

Information about your child's learning will be communicated to students and parents/guardians in a variety of ways. These methods may include, but are not limited to:

- Work Samples
- Reading-At-Home Programs
- Writing Folders
- Journals
- Telephone Calls
- Email
- Student Work Portfolios

- Student binders
- Parent/Teacher Conferences/Interviews
- Parent meetings with learning support staff
- Report Cards - one in each of three terms (December, April, and June)

### Report Cards

Three report cards will be sent home each year; in November, April and June. Grades 7 and 8 students will have a percentage grade for each subject on their report cards in each of the three terms. Grade 6 students will have a letter grade for each subject area on their report card in each of the three terms.

Report cards will also include written comments from teachers that will provide specific information about your child's progress in each subject. A "Learner Profile" section on the first page of the report card provides information to parents/guardians regarding their child's behavior and work habits. Specific subject teachers may choose to comment on a student's Learner Profile in their subject space on the report card. Students placed on Individual Program Plans (IPPs) will be assessed according to the expectations and goals in their plan.

There is a space on the report card for parents/guardians to respond to their child's report card information. Parents/guardians are encouraged to attend parent/teacher interviews during the first and second reporting period. Parent/teacher interviews take place in late November and mid-April. Parents/guardians can contact their child's teachers by phone or email any time during the school year if they have questions and/or concerns about their child's program or progress. We also invite parents/guardians to make an appointment to meet with the teacher if they would like to do so.